

Student: Fiona  
Academic Year: 2022-2023

**7-30-22**

## **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 reading selection; PC and Ipad apps/games; online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texting, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, patterns, tempo, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students continued to explore and research using online videos they sought out and trying new YouTube channel suggestions (i.e., Kurzgesagt: In A Nutshell, a YouTube channel that focuses on scientific, technological, political, philosophical, and psychological subjects).

## **HEALTH & PHYSIOLOGY**

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

- Continued ongoing discussion around daily movement and its significance on the human body/overall wellbeing.
- 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.
- Student agreed to consider if they would like to reinitiate any opportunities with a musical instrument of their choice and/or take lessons.

## **ENRICHMENT**

- Group discussion around student's upcoming August 27<sup>th</sup> birthday, gift requests, donation option, and activities. Student requested an Urban Air party and let guide know they would consider their other options. Students all agreed to consider what gifts they would like to get each other to continue family birthday tradition (i.e., birthday person gives gifts to siblings, siblings each give gift to birthday person). Guide will set up party request; text extended family student's donation request plus party invite; and follow up with group about gift ideas.

**8-1-22**

## **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 reading selection; PC and Ipad apps/games; current online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes and drawings on student's dad's office whiteboard) and on the computer (i.e., messaging, chats, online searches and research, texting).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to consider birthday gift choices within set budget).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Playdoh with shapes and tools) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student experimented with Playdoh and Playdoh tools to flatten, shape, cut and create 3D objects. Student observed and noted the effect of air on older Playdoh (i.e., hardens).
- Group discussion around same day full rainbow that also had a double rainbow on one end observed from hill leaving group's neighborhood. Guide documented with photos. This was the group's first time viewing an entire rainbow. Reviewed what creates rainbows.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Discussion around Hawaii, its history, topography, and past travels to Maui.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Discussed Hawaii's history as the most recent state to involuntarily join the U.S. as the 50<sup>th</sup> state in 1959.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Middle student brainstormed a donation choice for their upcoming birthday. Student stated they would also be choosing a donation recipient for their upcoming birthday.
- Student continued to gain a basic understanding of local, state, and federal government. Discussed role of the federal government in involuntarily bringing Hawaii as the 50<sup>th</sup> state of the U.S.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., self-made playlists, music playing in dad's office).
- Student continued to have the opportunity to pursue their own musical interests when ready. After much consideration and discussion, student had chosen to discontinue individual piano lessons over the summer.

## **ENRICHMENT**

- Guide followed up with student and oldest student about middle student's birthday gift requests. Guide also requested students consider gift options for themselves from birthday student. Students conducted online research based on suggested budget and sent links or screenshots of gift ideas to guide. Guide will follow up with purchases.

**8-2-2022**

**SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion and sharing of photographs of rescued horse's same day equine vet appointment. Guide described to students the process of the horse receiving a dental checkup as well as the equine vet's use of power tools to smooth rough, pointy portions of the horse's teeth. Group also discussed equine anatomy and the significance of grooming and cleanliness for horses and humans.

**8-3-2022**

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Oldest student participated in second of two weekly martial arts classes that focus on both martial arts and self-defense. Younger students continued to discuss their time with martial arts and reaffirmed their decision to not continue classes. Guide requested younger students consider other activities or classes they would be interested in trying out. Students agreed to consider options and gave guide permission to follow up when guide found activities or events guide believed students may be interested in.

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texting; music).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, percentages, points, levels, patterns, money, online currency unique to each game/app, addition/subtraction/multiplication/division; age and height of baby chicks and ducks).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., How old are the baby chicks and ducks? How much would it cost to purchase a chick or duck?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Playdoh) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Guide and middle student described and provided pictures of same day trip to Tractor Supply for other students. Middle student shared plan to purchase all available baby chicks and ducks at a Tractor Supply or similar store when family purchased land in future. Students asked questions particularly around the chicks and ducks present in the store and middle student was able to describe the answers they had found out at Tractor Supply.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, movement and the effects on a person's overall wellbeing.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music accompanying online videos and games).



**8-8-22**

## **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 reading selection; PC and Ipad apps/games).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, levels, points, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed art; individual and group created art pieces; color, depth, shadow, texture and other components of the artwork from oldest student's same day art show.
- Group discussed guide and oldest student's photo and observation of a Red-tailed Hawk sighted on the neighborhood's hill on the ground. Group discussed talons and hawk anatomy; its size compared to other birds of prey; past sighting stories; and observed behavior at this sighting.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Guide described the historical figures on display with written descriptors at the local library that hosted oldest student's art show.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music accompanying online videos & games).

## **ENRICHMENT**

- Oldest student had participated in a teen art class for 3 weeks in the previous month of July. The art group had discussed and brainstormed concepts for a hanging community wall mural. The instructor worked with the teens to collaboratively sketch out the agreed upon art concepts then work together to paint the community mural on a large wall canvas. The teen group also painted smaller individual canvases and another group canvas. The group agreed to meet for a final party/art show to display their artwork before the hosting library hung the community piece on display. Guide took photographs of the show to be able to discuss and include other students and their dad. Oldest student showed other students their individual works they brought home, guide offered the photos of the art show, and younger students asked oldest student questions about the experience.

**8-9-22**

## **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 reading selection; PC and Ipad apps/games; online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, money, online currency unique to each game/app, points, levels, percentages, budget, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., number of items could purchase and remain in budget).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., speed and angle of escalator) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group travel to local area mall to explore stores there. Students each requested different stores to explore. Group observed items sold at different stores and returned after exploration to purchase items within a preset budget.

## **GEOGRAPHY**

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

previous home's location as compared to the area traveled to for shopping.

- Student continued to use maps and other resources to navigate local roads to travel to indoor mall.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, balance, energy levels and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed growth during childhood and teen development. Students offered observations of growth spurts over summer.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlist from car travel, musical playlists on iPad, music accompanying online content).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ENRICHMENT**

- Group traveled to local area indoor mall at students request. Oldest student and youngest chose to explore a Sephora store found inside the mall. Other stores explored and purchases made within preset budget. Students then requested to purchase food items from the food court area and pretzel shop. Each student chose a food place and purchased chosen food items from it. Group met back up at a chosen table in food court. Afterwards group returned to pretzel shop, made purchases and exited mall to return home.
- Continued to discuss upcoming middle student's birthday as a group.

**8-12-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query option on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, levels, points, perspective, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., measuring out/cooking frozen ramen) and other practical situations (i.e., actual size of full grown Maine Coon cat).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Middle student conducted online research into Maine Coon cats. They then shared images found, common characteristics for the breed, and requested the family's next cat be a Maine Coon. Student observed middle student conduct online research, listened to discussion, and added their thoughts on owning a Maine Coon cat.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Discussed how Maine Coon cat breed is available in the U.S. and originated in Maine.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student playlists; music accompanying online videos and games).

## **ENRICHMENT**

- Group discussed same day drop off of family's youngest dog, Neo, the French bulldog, at a local dog training facility. Group discussed how Neo would remain at the facility for boot camp training for 2 weeks. At the end of 2 weeks, which fell the day before middle student's birthday, guide would pick up Neo and stay for the 1 hour lesson to learn the methods used during boot camp. Group processed each person's thoughts and feelings around Neo's observed behaviors, Neo's time away from home, and hopes for Neo's return. Students requested reminders on the calendar of when Neo would be home again.

**8-14-22**

## **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 reading selection; PC and Ipad apps/games; signs and written documentation at Little House, Big Art; signs and rules at Rolling Hills Ranch).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., signed art piece; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; interactions with aunt, Little House, Big Art studio staff, and Rolling Hills Ranch boarders).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., signed artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, money, online currency unique to each game/app, addition/subtraction, multiplication/division; size, cost and decoration options for art pieces at Little House, Big Art; measuring fit of horse riding equipment).
- Student continued to use problem solving mathematics skills in daily life applications (i.e. cost and number of art pieces at art studio).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., horseback riding) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to calculate layer of gravel in bottom of terrarium for drainage, layer of dirt to suit chosen plant, size of empty terrarium, and size of plant as compared to size of terrarium).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Middle student and guide chose to build their own terrariums at Little House, Big Art studio.

The individual working provided an explanation for the order and amount of each layer (i.e., substrate or gravel, coffee filter cut to fit, dirt, plant, decorative items). Staff member also offered suggestions for which and how many plants would do best in the chosen terrariums based on lighting needs, watering requirements, soil preferences, and final growth measurements. Student, middle student and guide explored the natural decorative items available for the terrariums such as small logs, branches, stones, shells, crystals, geodes, and moss as well as playful items such as tiny dragon figures, glitter or colorful glass beads. Middle student created an original terrarium then moved to the other side of the room to join remainder of the group to paint a small ceramic. Other students chose items to paint as well with oldest student painting a ceramic bowl, youngest student painting their own piece, aunt painting a platter, and students' dad painting a ceramic heart. Painted items would remain so that the studio could fire the pieces before notifying guide of their completion and pick up options.

- Students, guide and students' aunt traveled to local boarding barn to introduce aunt to guide's horse. Students demonstrated collaborative care and grooming of the horse before saddling him up and leading him to the barn's outdoor arena. Oldest student first showed aunt their horseback riding skills before younger students took turns being led around the outdoor arena by student. Guide walked at youngest student's side to increase comfort and safety. Group discussed care of the horse; joint, hoof and muscle soreness as observed when horse would sometimes limp; and progress he has made to date with weight, nutrition, and muscle mass.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed horse stories and riding experiences including guide's past horse ownership in Austin, TX; a group trail ride with students, guide and students' dad on a Florida vacation; aunt's riding experience on the beaches of Mexico; and student and guide's trail ride at boarding barn with the public trail rides on horses available to rent for the hour.
- Student used maps and other resources to navigate local roads to travel to Little House, Big Art studio and to horse boarding barn.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including horseback riding safety and safety around large horses.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**



- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music accompanying online games and videos).
- Student continued to have the opportunity to pursue their own musical interests with cello practice. Student performed a musical piece on the piano during their aunt's time at their house.

## **ART**

- Student chose to paint a ceramic piece that would then be fired while at Little House, Big Art and picked up at a later date.

## **ENRICHMENT**

- Guide arranged for family to spend time with students' aunt at their request. All traveled together to a favorite local art studio, Little House, Big Art. Everyone chose their own piece or pieces (i.e., customizable ceramic pieces, terrariums, wooden animal sculptures, papier mache animals, etc.) to decorate, paint or make during the hours spent at the open studio. Pieces that were finished were taken same day while ceramics could be picked up once notified of firing and completion. Next, group traveled to family's home where oldest student played their violin, middle student played their cello, and youngest student played the piano for aunt. Group then traveled to nearby horse boarding barn to introduce aunt to guide's rescue horse. Students worked together to groom and ready horse for riding. Once tack was fitted properly on horse and safety gear gathered for riders, the group walked with the horse to the barn's outdoor arena. The students demonstrated their riding skills for their aunt before other boarders arrived and began interacting and talking with the group. Student's aunt was able to talk with another boarder known to her and introduce group to this individual. Group grazed horse for short while before returning the horse to his stall with his 3<sup>rd</sup> meal and traveling home.

**8-16-22**

### **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of same day discovery of empty blue egg at local boarding barn. Online research offered results that the most common species of birds known to lay blue eggs and live in the area are an American Robin, a Blue Jay, or a Red-winged Blackbird.
- Group also discussed tree foliage found in family's backyard and observed to currently be a bright orange/red with compound leaves rather than the green color observed earlier in the summer. Group research into led to the possible identification of a Smooth Sumac shrub.

### **ENRICHMENT**

- Guide received a message from Little House, Big Art studio that the items students, students' dad and students' aunt had painted were available for pick up. Students' dad offered to take whomever wanted to go with him to pick up the completed pieces on the upcoming weekend. Guide will plan to give students' aunt their finished piece at middle student's birthday party on Saturday, August 27<sup>th</sup>.

**8-27-22**

## **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 reading selection; PC and Ipad apps/games; other online content, brownie recipes; waiver and documentation at Urban Air; piano book).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music, reading Urban Air signs and concession menu; conversations with Urban Air staff and extended family members).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query portion of iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, fractions, height, weight, percentages, points, levels, online currencies, money, addition/subtraction, multiplication/division, electric scooter speed, distance to party location).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating time and distance to party location; calculating height and height limitations for Urban Air zipline).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., zipline, climbing wall) as well as age appropriate math related media (i.e., Ipad and PC games/apps; foot size/sock size, measurement wall to determine height and reported weight for Urban Air participation).
- Student continued to use measurement in practical situations (i.e., to measure height for zipline; foot size and sock size for Urban Air).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group travel to Urban Air indoor activity place for middle student's birthday party celebration. Participants had the opportunity to try out an indoor zipline that carries an individual who meets height and weight requirements high through the air on a loop circuit. Participants could also climb on an elevated ropes course, several climbing walls, or up various platforms before jumping down to ground to start again. Birthday party activities also included jousting over a foam pit, climbing through a ninja course, participating in dodge ball, or jumping in various trampoline areas. Scattered among the very active physical activities of the birthday party were breaks for slushies, Gatorade drink breaks, and food breaks (i.e., pizza, chicken tenders, fries, other snack items and brownies). A time for opening gifts was not necessary as middle student had requested donations to Children's Hospital or St. Jude's in lieu of birthday presents. Students experimented with the activities, with speed, height, obstacles, jumping, and climbing. Student, middle and oldest students all described favorite moments, experiences and interactions. Group chose to return home for continued calmer celebrations.

- Per oldest student's request, guide followed up with paternal grandparents with a verbal check in to see if students taking alone time upon return from Urban Air would hurt anyone's feelings. Grandparents stated in the presence of all students this would not hurt their feelings in the least. Student chose to watch online videos alone upon returning home from Urban Air. Student experimented with this solo activity to self-regulate and engage in needed alone downtime. Student noted their physical and emotional wellbeing after this self-care choice. Student reported their findings to guide and stated they felt ready to reengage with those present. Later in the evening student again experimented with downtime and nutrition.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to one of several Urban Air locations in their community. Group recalled stories of the few other times they had traveled to the same area.
- Student continued to use maps and other resources to navigate local roads to travel to Urban Air activity center.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed how middle student had again chosen a community program to request donations for in lieu of birthday presents from extended family.
- Student continued to gain a basic understanding of local, state, and federal government. Group discussed funding for medical programs such as local Children's Hospital and St. Jude's Research and Children's Hospital.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, specifically when using the cooktop and oven. Students reviewed what fire safety tools (i.e., full size fire extinguisher, fire blanket, hand held fire extinguisher) are available and their locations in the home (i.e., in kitchen location they are under the sink) with paternal grandmother.

- Safety guidelines for participation in activities at Urban Air were reviewed individually and as a 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.
- Students each chose an activity upon returning home from middle student's birthday party celebration that was a good fit for their own self-care (i.e., art, electric scooter ride, online video exploring, nature time with horse) after the sound and activity levels of Urban Air.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed past post-celebration reactions and ways to refill each members' energy/emotion cup. Each person chose a self-care activity that best fit their individual needs.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists, music at Urban Air).
- Student continued to performed in a short live performances with the piano for their paternal grandparents.
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created art with music.
- Student joined middle student in combining crushed sidewalk chalk, clear slime and kinetic sand to create an original colorful creation.

## **ENRICHMENT**

- Paternal grandparents arrived same day morning to celebrate middle student's birthday. Group spent morning baking with paternal grandmother to make birthday brownies. Everyone got ready and traveled together to birthday party location. Middle student offered paternal grandparents the option to not attend party due to sound and activity levels at hosting location. Paternal grandfather appreciated this choice and remained at family's home. Paternal grandmother chose to attend party. Middle student's same day birthday celebration was hosted by Urban Air indoor activity park. Students signed waivers, read rules of participation, and found party room with birthday person's name on it. Party host introduced self to group and noted students sock sizes and choices for beverages, type of pizza, slushy flavor, and options specific to birthday (i.e., dessert choice, singing or no, candles or no, etc.). Everyone attending was offered a participation bracelet to use on indoor ninja courses, trampolines, dodge ball courts, climbing walls, ziplines and ropes course. Food and beverages were provided. Additional food or beverage items could be purchased from the concession area. Each party participant was given appropriately sized socks and scratch off coupons at the beginning of the party time. Middle student was given a souvenir t-shirt, a

party bag with coupons, and a pin advertising they were the birthday person. Students, guide, students' dad and paternal grandmother returned home after the party to rejoin paternal grandfather and continue celebrating together. Paternal grandparents left the next morning.

**8-29-22**

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student conducted online research using Siri verbal search query iPad option, Google search engine with guide's spelling assistance, YouTube videos, and Amazon when needed.

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, driving middle student's quad, riding push scooter).

**8-31-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texting, music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., use of white board and markers in their dad's home office) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, inches, money, online currency unique to each game/app, points, levels, percentages, codes, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., observe inches removed from older student's hair).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., quad riding) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., inches of sibling's hair for hair cut; speed/size of riding quad).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student and guide discussed common hair style/cut research process and chemicals used when dyeing hair. Guide offered alternate options for changing hair color such as chalks, nonpermanent dyes, or colorful clip in extensions. Student chose not to go to a salon after considering their pain tolerance for hair brushing.



## **HEALTH & PHYSIOLOGY**

- Student continued 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 use of chemicals on human hair at various ages of development.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists, dad's playlists, music accompanying online videos/games).

## **ART**

- Student created hand drawn images on white board with dry erase markers on their dad's home office white board.

## **ENRICHMENT**

- Middle student traveled to hair salon and received a cut, color and style for the first time. Middle student described their experience in detail for other students. Group discussion around this experience; impact of chemical dyes on human hair and scalp; other options for self-expression; and time/waiting required. Youngest student chose to accompany students' dad to home office and work while guide and middle student were at appointment. Youngest student described their observations of their dad's work, work meetings, and computer visual/interactive design.

## **September 2022**

Students and guide slowly began to transition to current learning year with organic and scheduled discussions of Fall 2022-2023 Learning Goals; online research for learning options and supplies; purchases of necessary learning supplies; and exploration of community resources, experiences and classes.

Students also continued ongoing classes and lessons; worked to transition from summer to fall schedule and sleep schedules; and prepared for same month vacation to Nags Head in the Outer Banks of North Carolina.

**9-1-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; singing, music).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Legos) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students chose to remain at home with students' dad while guide and oldest student traveled to horse boarding barn for farrier appointment. Group discussion of appointment and trail walking with guide's horse upon return. Younger students requested to go on future trail walks with horse.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 around flexibility and reasons for across human development. Student demonstrated their flexibility for group. Other students chose to offer visuals of their flexibility also.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple music playlists, new music accompanying online games/videos).

### **ART**

- Group discussion of upcoming classes offered at Home Away From Homeschool Rec Center. Student requested to participate in 4 week series of art class offered each month. Guide will follow up with HAFHS.

### **ENRICHMENT**

- Group discussion of Home Away From Homeschool Rec Center's posted calendar of Fall 2022 classes and clubs. Oldest student requested to participate in September 2022 weekly art class, Spanish class, and Sign Language class. Middle student requested to reengage with ongoing Pokémon club stating they would like to explore/research other options for additional learning rather than scheduled classes. Youngest student requested additional time to consider their options.
- Group discussed calendar, change in months to September, and upcoming vacation schedule (i.e., Outer Banks from 9/17-9/25). Students each offered their thoughts on transportation to North Carolina; options of 1 or 2 days of travel; bringing along youngest dog; and options chosen for activities while there (i.e., hang gliding, jet skiing, beach time, pool time, shell hunting). Group also discussed preparing for upcoming travel across states by choosing to update everyone's COVID boosters.

**9-2-22**

## **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 reading selection; PC and Ipad apps/games; other online content, Universal Yums subscription box materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of guide's horse who was experiencing hoof/leg pain and observable limping. Guide followed up with equine vet who will examine and x-ray guide's horse when at the boarding barn on September 6<sup>th</sup>. Equine vet instructed guide on care in the meantime as well as what to look out for that would warrant an earlier visit.
- Students experimented with Universal Yum monthly subscription box, South Korea version. Group explored written materials (i.e., map, small booklet, sticker) and included food items. As a group the students spread out the sweet and salty food items on the kitchen counter, read through each item description, and taste tested each item. Group offered their thoughts, sensory experiences and taste ratings based on the included 5 point scale for each food item. Students had guide take a picture of the food item's packaging that were given the highest ratings. Guide will follow up to see if these items are offered for purchase through the Universal Yum box online shop.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussion of South Korea, the food items enclosed in the Universal Yums subscription box: South Korea version, and the included map. Students requested more Naruto Scrambled Egg Potato Chips.

## **MUSIC**

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

## **ENRICHMENT**

- Guide followed up with students about dog swimming event held at local county public swimming pools on September 5<sup>th</sup> with the end of swimming pool season. Students stated they would love to take both family dogs and try out the event for the first time. Guide will register family for event at nearby county wave pool.

**9-5-22**

## **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 reading selection; PC and Ipad apps/games; other online content; signs and rules at local wave pool).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; listening and speaking to other participants in same day dog swim at local wave pool).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, fractions, measuring, feet and inches, height, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., depth family dog could swim, depth in which student could accompany family dog).
- Student continued to use measurement in practical situations (i.e., depth of pool water in feet and inches).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to local county public wave pool to participate in dog swim event prior to staff draining the pool. Students were able to observe and interact with a multitude of other dog breeds and their owners. Group discussed the lack of waves at the wave pool due to the dog swim event as well as the wave pool machine that creates the waves during summer swim season.
- Younger students experimented balance, materials, and shapes to build a two person fort together.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed local wave pool locations in Pittsburgh area; other wave pool experiences students have had (i.e.,

Harrisonburg, VA) as well as ocean and lake wave experiences (i.e., Florida, North Carolina, South Carolina, California, Pennsylvania).

- Student used maps and other resources to navigate local roads to travel for family participation in dog swimming event at nearby wave pool.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed same day national holiday, Labor Day; its meaning, and annual spot on the calendar.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion of process students would have to go through if they were to have their own dog.
- Student continued to gain a basic understanding of local, state, and federal government. County official checked for required dog vaccinations and licenses upon arrival at county dog swim event. Group discussions of requirements for dog owners in Pittsburgh, PA and Allegheny County.

## **SAFETY EDUCATION**

- Group discussion of pool safety including safety during a thunder and lightning storm. Group discussed the additional layer of pool safety when surrounded by unknown dogs both off leash and leashed. Students observed some aggressive dog behavior as well as off leash dogs running, playing and knocking over humans.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Ongoing nutrition and movement discussion continued.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed reasons guide chose to enroll both family dogs in ongoing training particularly when observing older and young humans being knocked over by jumping dogs or frightened by aggressive dog behavior. Group discussed potential consequences for older adults when experiencing falls (i.e., increased possibility of broken bones or injury) as well as recovery and injury impact on daily living.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group participation for first time in annual dog (and human) swimming event at local area wave pool.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists, music accompanying online videos/games, music playing at wave pool).

## **ENRICHMENT**

- Students participated for first time in annual dog swimming event at local county wave pool.

Group discussion of the many dog participants observed during event; differences in dog owners' expectations with dog behavior and dog handling; and family dogs reactions to water/swimming (i.e., Newfoundland appeared to love it, French bulldog appeared frightened). Students requested to participate again next year.



**9-7-22**

### **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion around treatment guide is providing for their horse's hoof and leg issues (i.e., twice daily soaking with warm water, Epsom salts and hydrogen peroxide before hoof poultice and wrap; daily dose Bute pain reliever).

### **PHYSICAL EDUCATION**

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

### **MUSIC**

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

**9-8-22**

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student attended ferrets annual well check and vaccination appointment. Vet offered observations of healthy ferret characteristics (i.e., coat, eyes, ears, weight) and asked questions about daily care, behavior and personalities. Oldest student responded as they spend the most time and provide ongoing care with the ferrets. Vet offered common concerns and illnesses to watch for as the ferrets age. Discussed vaccinations for ferrets. Vet stated that the only vaccination that is currently available and offered for ferrets is an annual rabies shot. Possible side effects and allergic reactions discussed before vaccines were administered. Guide, oldest student and ferrets were asked to remain in waiting area for 15-20 minutes to confirm ferrets did not experience any of the discussed reactions. The younger of the 2 ferrets did exhibit an allergic response (i.e., vomiting, lethargy, possible fever). Vet staff quickly administered a medication to counter the reaction. Guide and oldest student remained at the vet for about another half hour to ensure the ferret was ok and able to be transported home. Vet informed guide and oldest student that the ferrets would no longer receive the rabies vaccine in future but would require an annual well check visit to continue to monitor their health. Guide and student returned home and relayed the experience to the 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 discussed allergic reactions in human beings (i.e., common symptoms, more serious allergies, Epi pens, medical intervention, environmental preventions). Group recalled past stories of their own or others allergies (i.e., strawberry or nut allergies at school, plant allergies, cousin's cat allergy).

## **ENRICHMENT**

- Oldest student and guide followed up on package tracking for a swing oldest student had ordered after moving from their original bedroom to the upper space of the family home. An u-shaped fabric swing that uses carabiners and o rings to fasten to the ceiling was purchased. The swing is advertised as a fun, sensory and emotion regulating option for younger people. Student's dad agreed to assist in hanging the swing when it arrives. Younger students stated they also may want a similar swing in their rooms.

**9-9-22**

## **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 reading selection; PC and Ipad apps/games; other online content; Grandpa Joe's candy store merchandise, Japanese box contents, and signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, interactions with trading card store staff, interactions with candy store staff).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating cost of candy store treats; whether to get a Japanese treat box with \_\_\_ items inside that is \_\_\_ dollars or individual pieces of candy that add up to the same amount).
- Student continued to use mathematical concepts in free play (i.e., candy purchases) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., length and size of candy options).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students asked to travel to a local candy store, Grandpa Joe's, to choose candy and snacks for the upcoming car ride to the Outer Banks, NC. Group traveled to and explored the local candy store choosing a few candy items for same day eating and their car travel treats. Students chose known and new to them candies and snacks to try.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group recalled stories from a past visit to

the candy store area which is also the street for Well Oiled Canonsburg. Students also recalled stories from prior visit to candy store location. Group discussed other locations for Grandpa Joe's in the Pittsburgh area.

- Student continued to use maps and other resources to navigate local roads to Grandpa Joe's candy store.

### **HEALTH & PHYSIOLOGY**

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

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e. existing Apple playlists, new music at store, new music with online games/videos).

### **ENRICHMENT**

- Group continued to prepare for upcoming family travel to the Outer Banks, NC. Students traveled to local candy store to purchase car treats for the trip. Group continued to discuss other travel preparations (i.e., COVID boosters, packing, pet prep).

**9-10-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query option on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, mph, patterns, speed, balance, gravity, distance, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate speed of push scooter on straight road, hill, and downhill; estimate distance traveled around neighborhood).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., push scooter & riding quad speed/distance/center of gravity/balance) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student and guide traveled to guide's horse's boarding barn to groom, care for and hand graze guide's horse. Student used digital camera to photograph guide and guide's horse as well as local wildlife (i.e., wild turkeys). Photographs shared with younger students upon return home.

- Younger students chose to use electric scooter, push scooter, riding quad and bicycle to experiment with concepts such as speed, distance, center of gravity, and balance while traveling around their 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.
- Group discussed proactive health care and students' upcoming well check appointments (i.e., oldest student: September 12<sup>th</sup>, middle student: the 13<sup>th</sup>, youngest: 14<sup>th</sup>), annual physicals, and COVID boosters. Family traveled to Rite Aid who advertised walk in COVID booster availability. When family arrived pharmacy staff informed guide they could not accommodate the group. Guide will follow up and set online appointment times for family.
- 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., push scootering, riding quad).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music accompanying online games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Group continued to prepare for upcoming family travel (i.e., September 17<sup>th</sup>-25<sup>th</sup>). Students requested to pack their own suitcases or duffels. Laundry schedule agreed upon. Group continued to discuss actual departure time (i.e., 2 day car travel vs. 1 day; departure during Saturday night, early morning Sunday, or morning Sunday).

**9-12-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, levels, points, percentages, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of students' annual well checks and family's proactive approach to health. Group continued ongoing discussion around reasons for proactive healthcare approach. Oldest student attended same day annual wellness check in afternoon. Middle student has annual well check scheduled for next day and youngest the day after that. Guide scheduled themselves for annual well check for September 29<sup>th</sup> and students' dad is also scheduled for September.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group continued ongoing discussion and travel prep around upcoming car travel from Pittsburgh, PA to the Outer Banks, NC.
- Student continued to use maps and other resources to navigate roads and public

transportation on outings and family trips, both local and out-of-state.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 and guide discussed scheduled annual well check.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple music, new and known music accompanying online videos/games).



**9-15-22**

## **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 reading selection; PC and Ipad apps/games; other online selections).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., list for packing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, points, levels, percentages, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students conducted online research into chosen topics.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Continued to discuss the Outer Banks, NC and travel path from PA to NC.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 (i.e., new music accompanying online videos/games).

**ENRICHMENT**

- Group continued to discuss and prepare for travel to the Outer Banks, NC.

**9-16-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student prepared reading and tech materials they wanted to bring with them for the car ride. Student also packed previously purchased candy and snacks.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to do list for travel) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, points, levels, percentages, money, online currency unique to each game/app, addition/subtraction/multiplication/division, number of outfits needed for trip).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if we are going on vacation for \_\_ days, how many outfits will I need?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued to discuss upcoming travels from Pittsburgh, PA to the Outer Banks, NC. Guide showed the weather predictions for the upcoming week and group discussed types of clothing to bring as well as number of outfits, pj's, socks, etc. Group reviewed the activities guide had previously set up (i.e., hand gliding, jet skiing) as well as the accommodations (i.e., air bnb with small pool and beach access). Group also discuss the family dog traveling with them for the first time to a vacation.

- Student chose to accompany their dad to their home office and observe their dad working.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed and finalized travel plans for upcoming car trip to the Outer Banks, NC.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group discussed quality sleep and its impact on humans' overall wellbeing. At students' request, group decided to leave for family vacation very early on Sunday, September 18<sup>th</sup>, despite how little sleep they may have the night before
- 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 (i.e., music accompanying online games/videos).

## **ENRICHMENT**

- At all the students' request, family travel will begin very early on Sunday, September 18<sup>th</sup>, and conclude upon arrival in the Outer Banks, NC, Sunday evening. With this schedule the eldest student will be able to attend their weekly violin lesson on Saturday, September 17<sup>th</sup>, and final preparations (i.e., groceries, laundry, books and tech chosen to bring) can be completed by Saturday afternoon. Guide and students' dad will pack the car as early as possible so that students, family dog, guide and students' dad can get in the car and go early Sunday morning.

**9-17-22 to 9-25-22**

### **Nags Head, Outer Banks, NC**

Family used Google Maps and vehicle GPS system to drive from home in PA thru MD to WV to VA to NC on the way to Nags Head, Outer Banks, NC for a week long vacation at the beach. Family was able to bring and care for their youngest dog on this trip.

Group read various highway & road signs; menus, store signs/prices, Outer Banks signs/historical markers, written materials left in the rental home, pool rules sign, board game rules/cards, beach rules, online video closed captioning, online research materials, current reading selections brought by each group member, and other written documentation. Group engaged in individual discussions, group discussions as well as conversations with other vacationers, store employees, rental home neighbors, beach safety patrol personnel, a jet ski guide, and others the group encountered along the trip and in the Outer Banks. Group members listened to recorded musical playlists, online videos, and real life conversations noting the use of certain terms in NC that were not used in PA. Oldest student also chose to bring their violin and sheet music on the trip to continue to be able to practice their chosen instrument.

Group discussed the use of the metric system in the international community vs the United States use of the imperial system of measurement. Group also discussed those countries who drive on what is the opposite sides of the road from U.S. citizens. Group kept track of the miles traveled and time lapsed until arrival at destination. Group members were given budgets within which they could choose and purchase souvenirs from the trip. Group members measured out ingredients for food prep/cooking as well as sizes of holes in sand, shell sizes, clothing sizes, and floatation device measurements. Floatation devices were inflated with a portable air inflator where the students and/or a parent could designate the desired air pressure using a digital gauge. The same tool was used for fast deflation of the floatation devices to be able to pack and take home.

Group arrived on the first day after dark. The group noted the visible constellations as well as the sheer number of stars that could be seen in the night sky at the beach. Group discussed the impact of light pollution on an area's ability to view the night sky, stars and constellations. Oldest student requested to use the app, Sky Guide, to confirm or dismiss their theories on specific visible constellations. The rest of the family chose to use the app to observe and name the highly visible constellations that could be seen from the rental home's deck.

The group continued to discuss and observe the constellations, stars, and moon as they were visible throughout the week at the Outer Banks. The group also researched the ocean tides finding several online published images documenting the week's high and low tides for the area. Group discussed options for beach exploration during high and low tide to observe the differences in wave size and reach; shell availability, and wildlife presence. Group also discussed rip currents; online suggestions for noting these currents locations; the meaning of the beach flags flown by the safety patrol (i.e., no swimming vs safe swimming conditions); how sand is commonly produced; shells and their associated sea life inhabitants; ocean plants, jelly fish,

pollution in the ocean and human contamination of the ocean on a routine basis as well as following a recent storm.

Group had the options to explore a nearby Nags Head beach as well as Corolla beaches with the wild horses and 4 wheeling option on the sand. Group explored both the Corolla Beach and neighborhood searching for the wild horse herd. The group also walked along this beach searching for unique shells. The group noted the different architectural choices in ocean front and oceanside houses (i.e., up on stilts or poles, metal storm shutters, dunes placed in front of homes) observed at both Outer Banks beach neighborhoods. Group suggested they would like to consider moving to the Outer Banks area. The group noted the daily weather for September and compared the reported forecast with the Pittsburgh, PA forecast. The group also enjoyed their use of the rental home's outdoor pool (i.e., depths, swimming, temperature, inflatables).

Group had signed up to repeat their hang gliding experience of the previous year with Kitty Hawk Kites Hang Gliding School on the dunes of the state park. On the day of group members took inventory of their physical and emotional well-being then requested not to participate in hang gliding. Group discussed the consequences of cancelling a class with less than 24 hours notice. Group maintained their request to not participate. Guide cancelled lessons. Group continued to discuss self-care, rest, recovery, and setting boundaries for well-being.

Several days later the group chose to keep their jet skiing lesson/experience set to take place on the Sound side of the Outer Banks. Group discussed the differences between the Sound and the Oceanside of the Outer Banks. Group had rented 2 jet skis due to age restrictions for driving the watercrafts. Group calculated options for dividing up 5 family members to meet the weight limit set for the individual jet skis. Group agreed to begin the experience with 3 members (i.e., guide, 2 youngest students) on 1 ski and 2 members (i.e., student's dad, oldest student) on the other ski. A plan was also made to switch this riding line up if needed with the one return to dock option available during the lesson. Group chose to rent the jet skis for 1 hour total. Part way through the experience the youngest student, and therefore the guide, returned to the dock and instead explored the historical visuals present at the dock describing a ship wreck that occurred at that very spot. At the completion of the ride/experience, the group chose to return to the souvenir shop/jet ski rental spot to explore souvenirs and purchase an item within the set budget.

Group members also had the option to ride bikes while at the rental home. Five bikes with helmets and basket options were dropped off at the rental home prior to the group's arrival. The group chose to explore the neighborhood by bike. The youngest student chose to learn how to ride without training wheels for the first time and succeeded greatly. In addition to running, jogging, walking, swimming, jet skiing, shell searching, and biking, students also found time to rest and relax focusing on self-care.

The group discussed Tropical Storm Earl that passed through the Outer Banks and shut down at least one stretch of beach the week before the group's arrival. The storm had caused significant damage to area homes and their septic systems. The septic tanks' contents spilled into the ocean and rendered the beach area off limits to swimmers. The beaches were all open by the time the group arrived. During the family's stay stormy weather was experienced on one day that resulted in strong winds, heavy rains, and large waves. The group was able to feel the rental home subtly

swaying with the wind. The group discussed the way in which skyscrapers and beachfront homes can be built to allow for wind resistance. Online research showed that skyscrapers can easily move several feet in either direction while still maintaining their structural integrity. The group extrapolated this concept to apply to the rental beach home (i.e., the swaying of the home is a purposeful architectural design in order to allow for the home to remain structurally sound in high winds). The group read in online news articles that Hurricane Ian was predicted to hit the Outer Banks the week after their trip. The group researched the most common time of year for hurricanes in the Outer Banks finding it is June 1<sup>st</sup> to November 30<sup>th</sup>.

The group's return travel began in NC and continued through VA to MD with navigation around Washington, D.C. to finally reach PA and home. Group discussed the changes in the return route as compared to their arrival travel. The group as a whole preferred the return trip route due to the continuous access to the internet as the group navigated on major highways. Group members tracked the time, mileage, distance and GPS estimated arrival time as the family drove.

**9-26-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music; interactions with staff and shoppers at local craft store and pet store).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, yards, fractions, patterns, codes, points, speed, angles, levels, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., attending to cost of craft supplies to maintain budget; number and sizes of items needed at pet store).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., VR experiences, shopping) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., weighed self on scale, measured height with measuring tape).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students chose to engage in a VR experience, Gorilla Tag, that involves gorilla characters swinging through various landscapes to avoid being tagged. To move between



landscapes students must enter a code into a computer in the experience and determine if the world is full or not. Students interact and talk with other players; work as teams and individually; and explore all the worlds with various obstacles. Sometimes certain nonplayer characters that are to be avoided can be detected in the world by reading through a list of individuals currently in the world or by noting certain specific songs that play when the NPC is close by.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group continued discussion around the states traveled through to return home.
- Student continued to use maps and other resources to navigate local roads to travel to local craft store and pet store.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussion around current U.S. politics as well as update on the Ukraine and its people.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Students requested to find ways to support and help the Ukraine people.
- Student continued to gain a basic understanding of local, state, and federal government. Group discussed the degree of involvement of the federal government in the current Ukraine War.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists during car travel; music accompanying online videos, games and in VR experiences).
- Student continued to have the opportunity to pursue their own musical interests when ready. Student considered reinitiating instrument lessons when they observed middle student going to their individual cello lessons. Guide will follow up with student.

## **ART**

- Student collected crafting supplies at local craft store for future crafts.

**9-27-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, points, levels, percentages, coordinates, geometric shapes, building layers/size, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, age).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create and build in Mine Craft world).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Mine Craft world) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., microwavable food item) and practical situations (i.e., Mine Craft dimensions).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students continued to create and explore buildings, landscaping, farming, water sources, mining elements of the Periodic Table, and flora/fauna in their own Mine Craft world.

- Group travel to second local craft store for additional supplies not found during previous day. Additional supplies of necklace cords, pendant, sketchbook, stickers, kinetic sands, slimes, spray paints, and wooden pieces were purchased.
- Group discussion of second oldest cat's possible seizure experience while group was on family vacation. Guide offered details students' aunt had described and informed group of vet appointment set for September 29<sup>th</sup> to follow up further.

## **GEOGRAPHY**

- Student used maps and other resources to navigate roads to travel to second craft store.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion on nutrition, sleep, movement and self-care. Group each chose activity to focus on self-care.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of the human brain, seizures, therapy animals, and possible medical interventions.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists during car travel; new and known music accompanying online videos and games).

## **ART**

- Student used purchased supplies (i.e., slime, kinetic sand) to create shapes, sounds and tactile experiences with slime.

## **ENRICHMENT**

- Group continued to discuss transition from slow paced, more relaxing vacation of previous week to regularly scheduled classes and activities. Group agreed to continue to conduct self-check-ins to determine overall wellbeing over the course of the day. Group also agreed to engage in selfcare when needed with new supplies as well as previously discussed helpful options (i.e., electric scooter riding, alone time, artwork, increased connection, game playing, etc.).

**9-28-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, points, percentages, levels, codes, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., geometric shapes created with slime).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., VR experiences) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., measuring out/cooking frozen ramen, microwavable food item) and other practical situations (i.e., to set parameter for VR headset).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student demonstrated shapes, sounds, colors, textures and smells associated or created with slime.
- Younger students experimented with oil pastels and color mixing to create new colors.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around sleep, nutrition and movement in regards to overall wellbeing.
- 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., VR experiences, active play).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music in VR experiences, music accompanying online games/videos).

## **ART**

- Student created art with oil pastels.

## **ENRICHMENT**

- Oldest student and guide held individual Learning Goals 2022-2023 meeting. Oldest student brainstormed new learning goals for upcoming year as well as goals they would like to carry over from previous year (see student's Learning Goals 2022-2023 document). Younger students agreed to participate in their own Learning Goals 2022-2023 meetings.
- Younger students continued to consider options and conduct online research in an attempt to find Halloween costume ideas. Students agreed exploring a Halloween store in person may also help with this research. Guide agreed to take students to a local Halloween costume store on Friday, September 30<sup>th</sup>.

**9-29-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student and guide played Guess In 10 card game. Student requested to read all the cards during play. Each card offers various descriptive clues about a specific type of animal and person guessing attempts to solve the mystery in less than 10 clues.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten code; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten note of string of letters identifying as code from online game) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, tempo, codes, money, online currency unique to each game/app, addition/subtraction/multiplication/division, temperature; Guess In 10 card game descriptors of animals by height, weight, etc.).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., temperature set on cooktop burner to best make “cheesy egg” omelet).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking, card game) as well as age appropriate math related media (i.e., PC and Ipad apps/games, VR experiences).
- Student continued to use measurement in cooking (i.e., cheesy egg omelet) and other practical situations (i.e., to measure out a parameter or floor boundary for VR headset).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students explored virtual reality experiences available to them including Vacation Simulator (i.e., participant chooses and explores tropical islands, forests, or other settings for a vacation), Gorilla Tag (i.e., a social interactive game where gorillas also team up and play tag), and Beat Saber (i.e., a music game where the participant chooses a song from a playlist; game speed, color combinations and difficulty; and uses 2 light sabers to hit glowing squares that travel towards the player(s) at varying speeds and directions through the entire song).
- Group discussion of x-ray images the equine vet had shared with guide. The images show x-rays of guide's horse's front hooves from several angles. Group discussed reasons the equine vet chose to do x-rays and what information they provided. Guide will follow up with the horse farrier and discuss treatment options further.
- Student and guide played Guess In 10 card game where student read animal/reptile/amphibian/bird descriptors from a card and guide attempted to guess what animal/reptile/amphibian/bird was being described in as few guesses as possible. Descriptors included herbivore, carnivore or omnivore; air, land or sea habitat; unique traits or behaviors; terms that refer to the specific animal in question (i.e., Lion: "I travel in a pride"); and a brain teaser question (i.e., A lion is walking towards a den. He meets 4 lionesses. How many lions are now walking towards the den? Answer: 1 lion).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide learned about national and world geography with the card game, Guess In 10, as it describes habitats for the animals/reptile/amphibian answers. Sometimes the habitat descriptions included locations around the world and sometimes guide and student would talk about where these animals/reptiles/amphibians/birds are found.

## **SAFETY EDUCATION**

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

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around self-care, expression of strong emotions, self-regulation and options for each of these.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued discussion around seizures in human beings after group discussed information from Oliver's same day vet exam.

## **PHYSICAL EDUCATION**

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

## **MUSIC**



- Student continued to be exposed to a variety of musical styles through recorded music (i.e., new and known music accompanying online games, videos or VR).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**9-30-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content; product descriptions and prices for merchandise at the craft store and grocery store).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; listening and talking with craft store and grocery store staff and/or shoppers).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, decimals, prices, money, online currency unique to each game/app, addition/subtraction/multiplication/division, distance, speed).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., choosing items from craft store and remaining in budget).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slimes) as well as age appropriate math related media (i.e., PC and Ipad apps/games, VR).
- Student continued to use measurement in practical situations (i.e., dimensions of canvases, size of baking items).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student requested to experiment with baking and chose to participate in group travel to a local craft store and a grocery store to purchase supplies for their baking project.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed students first trip to Halloween store and how this store had taken the place of a former Toys R Us store the students were familiar with.
- Student continued to use maps and other resources to navigate roads to travel to Home Away From Homeschool Rec Center, a craft store, Halloween store and a grocery store.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple music playlist in car travels, new music played in stores, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created art by combining slimes together to form new colors, textures, sounds and smells.

## **ENRICHMENT**

- Group traveled to Home Away From Homeschool Rec Center so that younger students could participate in Pokémon Club. Guide asked about other class options that eldest student had expressed enrolling in (i.e., Spanish and Art Class). HAFHS director informed guide that Spanish Class was canceled and may be brought back in future. The director informed guide that the Art Class would be available as a 4 week program each month and guide could enroll whoever was interested for the month of October. Guide enrolled eldest student at their request.

**10-1-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; chocolate candy melts instructions, other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., writing with Apple pencil on iPad; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, reading candy melting instructions).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, oven temperature, timer, measuring, fractions, online currency unique to each game/app, addition/subtraction, multiplication/division; Halloween costume size & measurements).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., What temperature does oven need to be set for baking cakes? How long do the cakes bake for? Cool for?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., baking, slimes) as well as age appropriate math related media (i.e., PC and Ipad apps/games; VR experiences).
- Student continued to use measurement in cooking (i.e., baking 2 cakes) and other practical situations (i.e., cake pan sizes, depth of cake batter when poured into pans).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students experimented with baking and candy making while student was at violin

lesson and traveling to pick up family's painted ceramic items from Little House, Big Art studio. Youngest student chose to create a circle sprinkle cake and a heart sprinkle cake which they mixed, baked, cooled and decorated with chocolate icing, yellow sugar, yellow chocolate and fondant bees. Younger student chose to create their own decorated chocolate ball shapes with melting chocolate and salted caramel wafers, sphere molds, and spray coloring. Student taste tested the results upon their return home.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of 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 discussion around self-care, nutrition, sleep and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Google Home device random online music while baking).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student created art through their baking and cake decorating.

### **ENRICHMENT**

- Student chose to use supplies purchased the previous day at the craft store (i.e., colorful decorative sugars, fondant bees, colorful chocolate melts, heart shaped pan) and grocery store (i.e., sprinkle vanilla cake mix, chocolate icings) to mix, bake, cool and decorate 2 smaller cakes. Student originally planned to layer the cakes then instead chose to eat their circle cake while decorating their heart shaped cake. Student chose to share their heart with all family members and received many positive compliments. Youngest student observed as middle student followed candy making instructions starting with melted milk chocolate wafers and salted caramel wafers. Middle student poured the melted chocolate and caramel into sphere candy molds purchased at the craft store. Student allowed the candies to harden before using a black edible spray to decorate the candy balls. Each student experimented with tasting the baking decorations before placing them on their cakes or candies.

**10-2-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., letters on artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, geometric shapes, patterns, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., student came up with using paper to create angles and geometric shapes with spray paint artworks).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., painting) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student observed middle student experimenting with spray paints, paper, tape and an untreated wooden sign piece purchased during recent travel to the craft store. Student chose to experiment and create their own artwork with spray paint they had chosen at prior craft store visit. Student described their process of using pieces of paper to cover

surfaces and create angles, lines, darker or lighter areas of spray paint.

- Younger students chose to experiment with water balloons observing largest and smallest volume of water required to burst the surface of a balloon.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around self-care, nutrition, movement, and sleep.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued to discuss the need for safety gear and a well ventilated area for spray painting due to its impact on skin, eyes and lungs.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists; new and known YouTube playlist and music; music accompanying online games/videos).

### **ART**

- Student used sheets of white paper, multiple colors of spray paint and some painters tape to create original painted artworks with angles, shapes, some lettering, and different saturations of color.

**10-3-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, money, online currency unique to each game/app, addition/subtraction/multiplication/division, points, levels, percentages).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., playdoh shapes, sizes, figures) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**



- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlist, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**10-4-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student explained and demonstrated YouTube to guide as well as Mine Craft world with oldest student, Prison role play game and Poppy Trading online game.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, coordinates, money, budget, online currency unique to each game/app, addition/subtraction, multiplication/division, computer science).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., use Mine Craft coordinates and direction to find home buildings when exploring world).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Mine Craft) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to explain and demonstrate YouTube and YouTube research for guide. Student also described their understanding of what it takes to be a YouTuber, have a social media set up, and maintain a profitable YouTube page.

- Student engaged in Mine Craft as a team with oldest student on both the PC and iPad using the same server to build and live together in chosen world (i.e., farming, architecture; collecting, growing or engaging in animal husbandry to increase resources; mining; use of coordinates to explore and not get lost; periodic table elements available in the world; flora and fauna; composting, cooking, crafting and experimenting).
- Students also experimented as a team with a prison role play on both the family PC and individual iPads. The students' characters learned laws and rules in the game then worked in a timely manner to apprehend and imprison different criminal characters who acted unlawfully.
- Student explained and discussed an online Poppy Trading Game describing costs involved for players, trading options, voice chats they could have with other players if permitted to turn on that function in the game, and research they had conducted where they viewed other individuals' recordings of the game being played. Fellow students offered their input about this online game.
- Group discussed guide's same day equine vet appointment for guide's rescue horse. The equine vet and guide chose to vaccinate guide's horse with all vaccinations needed given the lack of vaccination history available for the horse. Equine vet administered a 5-way vaccine that covers Eastern and Western Equine Encephalomyelitis, Flu, Rhino, and Tetanus plus a Botulism vaccine and wormer. The equine vet will need to return multiple times for the horse's additional Botulism and Tetanus boosters as these vaccinations are a series of 3 and 2 shots respectively.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide looked at Great Wolf Lodge locations online on a U.S. map and shared with group.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the largest and smallest (i.e., Sandusky, OH location) Great Wolf Lodges as well as the oldest and newest constructions.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to discuss birthday donation choices in lieu of birthday gifts from extended family members. Student chose St. Jude's Children's Hospital and Research Facility as well as our local Nose 2 Tail Cat Rescue as donation options for their upcoming birthday.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Group discussed same day death of an extended family member, Anna, from ovarian cancer. Group discussed the upcoming celebration of life that would take place sometime later this

week, each student's feelings around loss, and students' memories of time with this person (i.e., cousins' birthday parties, Halloweens, Christmases, cousins' recitals).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists, music accompanying online videos/games, YouTube musicians).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student created buildings, landscaping, animals, water sources and mined natural elements in their Mine Craft world.

### **ENRICHMENT**

- Student and guide discussed student's upcoming October 23<sup>rd</sup> birthday. Student requested to return to the Great Wolf Lodge in Sandusky, OH. Guide and student conducted online research into other Lodge locations and other room accommodations from previous year's option. Guide was able to find room accommodations with additional space for all family members. Student requested to return to OH location with larger accommodations and birthday packages from previous year (i.e., Magic Wand experiences, Wolf passes, Party with pizza and cake in decorated room option). Birthday interview with specifics provided by student (i.e., donation option for extended family, gift ideas from parents & from/to siblings, family activity/trip). Student offered to conduct online research into gift options and shared links with guide for stuffed animals, Parakeet brand slimes, and an all-terrain blue hoverboard.
- Group discussed reasons for a celebration of life when someone dies and how it can show support for those still living. Group decided that whenever event would be scheduled the family would all attend to show support for extended family members remaining. Group discussed their schedules for next day including oldest cat's early morning dental appointment, middle student's haircut, eldest student's evening martial arts class, and time needed for a group trip to look for appropriate outfits for upcoming celebration of life.

**10-5-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, points, levels, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division, computer science).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., outfit purchase choices within budget).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., water balloons) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., size and volume of water balloons).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to experiment with water balloons of various sizes/volumes that they placed in the family's deep freezer overnight. Student had found this suggestion during online research and video viewing. Student will pop outer shell of balloon once frozen. Student discussed plans to then experiment with the frozen sphere.
- Group discussion around oldest cat's same day dental surgery results and recovery. Group

discussed the significance of dental health and its impact on the body's overall functioning and health.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed places extended family member had traveled with their family prior to death (i.e., Outer Banks, NC; California, New Mexico, international travel).
- Student continued to use maps and other resources to navigate local roads to travel to nearby mall.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued group discussion around terminal illnesses, death, proactive health care and dental health.
- 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 (i.e., Apple playlists, music played at local mall, music accompanying online content).

## **ENRICHMENT**

- Group travel to local mall to find appropriate outfits for October 7<sup>th</sup> celebration of life gathering for extended family member. Group continued ongoing discussion around death, family, healthcare, aging and celebrating life.

**10-7-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, , money, online currency unique to each game/app, addition/subtraction, multiplication/division; business calculations and brainstorming).
- Student continued to use problem solving mathematics skills in daily life applications. Student shared their ideas for making money: sell water balloon squishies for stress or water balloon to use in water balloon battles to cool down. Student considered charging .50 cents per balloon in order to make a dollar every time 2 people bought 1 each. Student stated that in the course of a year they believe success would equal \$100.00 and most of their business would be conducted in the summer. Student requested guide help them learn how to tie a water balloon.
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., baking cinnamon apple slices) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., baking) and other practical situations (i.e., size of balloon squishies and water balloon).

## **SCIENCE**

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

Group discussed death, common white Western death rituals, some Black death rituals (i.e., Homegoing celebration), and other cultures. Group also discussed options guide had learned with friends' deaths including burial at sea in an Eternal Reef, donation of entire body to science, or burial within or at the base of a tree. Group discussed their thoughts on what they would like to see happen to their body after death, what type, if any, of celebration they would prefer, and what their thoughts are on what happens after death.

- Student chose to experiment with fresh apples, cinnamon and sugar in the oven. Student described online research on cooking and baking stating they are going to try to make baked cinnamon apple slices for a lunch dessert. Student gathered and measured out ingredients; cut apples into slices; turned on and preheated the oven; placed completed apple slices in oven and set a timer. Student chose to finish the apple slices baking process with a short time on the broil setting. Student then decided the apple slices needed further cooking so they placed the cinnamon apple slices in the microwave and watched as they cooked. While using the microwave, student explained to guide how microwaves cook food items from the inside out describing what that looks like when it's a marshmallow. Student shared their creation with the rest of the group.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Students noted the number of funeral service options in the new area of the community visited to attend family's Celebration Of Life gathering.
- Student used maps and other resources to navigate roads to travel for the first time to Pittsburgh Cremation and Funeral home.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed past burial practices in the U.S. as well as other cultures (i.e., funeral pyres).

## **HEALTH & PHYSIOLOGY**

- Student continued 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., death, cremation, burial types, body donations).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists, YouTube playlists).

## **ENRICHMENT**

- Group travel and attendance of Celebration Of Life gathering at Pittsburgh Cremation and Funeral home. This was students first time to attend a gathering where the person was cremated. Group discussion of choices after death, both with a body and with gatherings as well as death, grieving, what cremation is, and of how celebrated person fit into family tree.



**10-8-22**

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of human anatomy, the 10<sup>th</sup> rib (i.e., 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> rib are “false ribs” attached to the 7<sup>th</sup> by cartilage rather than directly to sternum), and “floating ribs” (i.e., 11<sup>th</sup> and 12<sup>th</sup> rib only attach to spine). Guide described what happened at same morning’s arial fit class as well as their experience at Med Express with x-ray, radiologist’s report and doctor. Guide was diagnosed with fracture to the 10<sup>th</sup> rib. Group discussed treatment (i.e., rest, ice/heat, decrease movement, exercise could resume when pain is gone) and options for assisting guide.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Guide informed students where Med Express was when asked. Youngest student had gone there but was uncertain where it was as were other students.

## **HEALTH & PHYSIOLOGY**

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

## **ENRICHMENT**

- Guide experienced a louder cracking sound during their morning arial fit yoga class. When guide returned home group discussed medical options. Students’ dad drove guide to med express for an x-ray which confirmed a fracture on the posterior 10<sup>th</sup> rib. Students were able to brainstorm ways they and their dad could assist guide in the upcoming week’s daily activities.

**10-9-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, measuring, fractions, points, levels, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how long does tea take to steep?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., experiments with tea) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., tea making).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student offered to make guide's decaf tea. Student measured out how much tea, how much sugar substitute, and how long tea was heated in the microwave. Student made their own tea as well. Student experimented with "sun tea" a slow brew they put outside after measuring the ingredients into an appropriate container. Student chose a metal container stating it would

retain the heat as the tea slowly steeps in the sunlight. Student hypothesized they would need to leave the sun tea out for 24 hours. Guide and student will check it over the course of the day to test this theory.

### **GEOGRAPHY**

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

### **HEALTH & PHYSIOLOGY**

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

### **ENRICHMENT**

- After doing a self-check-in around hunger, student along with their dad and sibling chose to review food item options, order , pay and bring home food. Student noticed the impact of eating on their overall mood and wellbeing. Student was able to verbalize their feelings prior to and after eating.

**10-10-22**

## **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., PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; online video closed captioning and/or written content; lunchable included items and expiration dates).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).
- Student and guide participated in individual meeting to discuss student's learning goals for 2022-2023.

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research). Student requested guides assistance when needing to type in email address and unknown password to return to Genshin Impact app.

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, dates for birthday & Halloween, money, online currency unique to each game/app, addition/subtraction).
- Guide and student discussed what, if any, experiences student has had with multiplication. Guide will follow up with additional boardgames to introduce concept further.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine currency in game, translation of currency to real money, and amount needed to purchase items desired).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Ipad games) as well as age appropriate math related media (i.e., math related PC and Ipad apps).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.
- Student described information learned in online videos around topics such as animal facts and ways to support those with new YouTube channels.
- Guide and student continued to discuss germs and bacteria; methods for minimizing these; good versus bad bacteria; and student's increased concerns following COVID.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student agreed that increased movement in their daily routine may decrease student's movement and volume during day when asked to hold a conversation.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion around guide's fracture on 10<sup>th</sup> posterior rib, left side.
- Student showed guide a tooth that they believe is loose. Guide and student reminisced about same time previous year when another tooth was loose and student lost it while at Great Wolf Lodge for birthday.

### **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 when ready. Student stated they are currently done with music lessons for a while.

### **ENRICHMENT**

- Student agreed to participate in planning meeting with guide to discuss areas of interest for learning in 2022-2023 (see Natural Learning Goals 2022-2023 Fall: Fiona).

**10-11-22**

## **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., PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- The first pieces of student's Halloween costume arrived same day. Student read instructions and warnings on bag costume was enclosed in (i.e., this bag is not to be used as a toy).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music playlists and background music in online apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, volume, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications. Student, older student and guide discussed # of days until student's birthday as well as # of days until departure for Great Wolf Lodge. Older student also described concept and money involved in purchasing an empty building, renovating it into a laundromat, initial input of cash and initial lack of profit, timeframe of turn around to experience profit, and options for collecting quarters used before exchanging those for paper bills.
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking, baking, self-created experiments with various forms of matter) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., experimenting with guide's chai tea and measured in water) and other practical situations (i.e., trying on Halloween costume to

determine fit/size).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to experiment with temperature and its effects on liquids and solids. Student found that extreme heating of syrup, for example, resulted in tremendous amounts of smoke. Group was reminded of the working smoke detectors in the home and options for fire safety.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Younger students and guide discussed the location of Dubai, a city and emirate in the United Arab Emirates. Dubai appears in the family's tv screensaver photographs and as a site for at least one of the students' online games.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Student, older student and guide discussed online safety, internet trolls, potential for negativity, and options when feeling attacked by comments of others. Students offered their observations and experiences.
- Group agreed to further review fire safety next day following youngest sibling's experiments with temperature and liquid/solid matter.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussed healthy lifestyle choices including exposure to negativity that can be present online and on social media as well as movement and healthy nutrition.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed Smart Water: Alkaline option, a definition of alkaline, pH, and initial studies found through online research into the outcomes of consuming alkaline products.
- Student described viewing an online video that instructed viewers on holding 2 thumb pressure points for 20 seconds each to reset the brain and flood a specific brain area. Student asked to focus and attempt to do so. Guide and student also discussed options for appropriate expression of anger and coping strategies.

## **MUSIC**

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

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student chose to use hot glue gun, glue and parchment paper to create various shapes and original hot glue creations/designs.

**10-12-22**

## **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 reading selection; PC and Ipad apps/games; other online content, Instagram's Odd Pittsburgh).
- Group looked at images and read captions for Odd Pittsburgh's Instagram account describing the September 30, 1908, celebration of Pittsburgh's Sesquicentennial, or 150 year anniversary, that had 30 descendants of a local Seneca Chief participate in the festivities.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query option on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, points, levels, percentages, perspective, geometric shapes, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group explored local history, Indigenous people, current events and images of both through the use of social media, websites, and a podcast option (i.e., The Odd Cast).

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed Odd Pittsburgh Instagram post, also known as The Odd, Mysterious and Fascinating History of



Pittsburgh page. The post shared multiple photographs of the 30 descendants of a local Seneca Tribe, Chief Cornplanter, who joined in the September 30, 1908, festivities. The Instagram page also shared additional links to articles describing 640 acres of Pennsylvania land deeded to the Seneca Tribe and Chief Cornplanter in 1791 as well as the government and military's flooding this area with the waters of the Allegheny reservoir that backs up to the Kinzua dam. The comments also held links to current organizations such as the Council of Three Rivers American Indian Center (i.e., [www.cotraic.org](http://www.cotraic.org)) that sometimes hold community events for Native and non-Native people.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, particularly around 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.
- Continued ongoing conversation around nutrition, movement, quality sleep and self-care.
- 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 (i.e., Apple playlists, YouTube musicians, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Guide followed up on student's upcoming birthday plans. Student discussed calendar and options for when student wanted to receive birthday gifts (i.e., during trip on birthday or before traveling). Student and guide also discussed the countdown to student's birthday on the 23<sup>rd</sup> and birthday travel to Great Wolf Lodge in Sandusky, OH. Guide followed up on discussion around the group(s) student would like extended family to donate to.
- Guide set up cardiological workups for 2 most senior cats for February 14, 2023.
- Group discussed family's upcoming travel to the Great Wolf Lodge in Sandusky, OH. Group agreed to think about things they may need for travel. Oldest student stated they would research Manga and create a desired reading list. Group agreed to travel to a local book store before leaving for birthday travel.

**10-13-22**

## **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., PC and Ipad apps/games; other online content, GPS, street signs; Lowe's signs and products).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., design specs; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, points, levels, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student observed older student using measuring tape to create drawn/written design specs for Halloween costume creation as well as while purchasing and creating first piece of design with purchased wooden products.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed use of resin epoxy and hardener for student's proposed Halloween design. Student and older student read epoxy bottle to determine if correct type was ordered. Student created hand drawn design specs with measurements. Student and their dad traveled to Lowe's in evening to research and purchase needed items to begin creating student's original Halloween accessory design.

## **GEOGRAPHY**

- Student continued to use maps and other resources to navigate local roads to travel to Lowe'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 group discussion around guide's 10<sup>th</sup> posterior rib fracture and healing process.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists, YouTube musicians, music accompanying online videos/games).
- Student continued to attend or perform in live performances. Group discussed options for 2022-2023 live performances (i.e., Pittsburgh Cultural Trust live performances & musicals; Benedum Center performance schedule).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Group discussed option of attending a paint your own pottery fundraiser on Sunday, October 16<sup>th</sup>, for local Nose 2 Tail cat rescue. Group members each said they would like to attend. Guide purchased tickets to the event for entire family.

**10-14-22**

## **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 reading selection; PC and Ipad apps/games; other online content, Pokémon cards).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music; singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, points, levels, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine Pokémon character's power, health, what the character could transform into, statistical odds of obtaining a rare card).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Pokémon cards) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion around Cape Hatteras National Seashore social media with pictures of a "jellyfish jamboree" or large swarms of Cannonball Jellyfish had washed ashore. The site went on to describe how this phenomenon may have happened (i.e., water temperature, wind, currents), what jellyfish eat, and what will happen with this swarm (i.e., they will be left unhandled to allow nature to take its course of being washed back out or providing a food source for local animals). Group discussed wildlife they had observed when in the Outer

Banks, NC.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed the Outer Banks, NC and Cape Hatteras, NC.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion of nutrition, movement, quality sleep and self-care.
- Group discussion of trust circles and boundaries. Guide described how inner most or smallest trust circle holds those closest to you that you are comfortable sharing more intimate or personal details of your life with; the next circle might be extended family or those not quite so close; the next ring might include acquaintances, teachers or coaches; and so on. Group members described who was in their circles of trust and where.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists, YouTube musicians, music accompanying online videos/games).

## **ENRICHMENT**

- Middle student shared Pokémon cards purchased same day with youngest student. Together they searched for a rare card with middle student explaining the statistical odds of finding one in the number of cards purchased today. Students sorted and discussed the characters, power levels, rareness, defense ratios, transformation possibilities, and battling strategies. Middle student requested the next trip to Club House Card store include youngest student. Guide agreed.
- Middle student requested to participate in Parkour classes. Youngest student agreed they would also like to try. Guide will follow up with oldest student as well. Guide will also continue to follow up on local options.

**10-15-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student asked to show guide what they had been researching and working on online. Student then demonstrated an iPad app where student can create their own avatar and accessories.
- Student also showed guide an online video, “10 Best Places To Visit In Hawaii,” they had found while researching vacation options.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; reading closed captioning on online videos; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query option on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, points, levels, money, online currency unique to each game/app, addition/subtraction/multiplication/division; distance, speed and height of plane in air travel; computer science, color gradients).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if the family were to travel to Hawaii, what would this cost? How long would it take? At what height would the plane fly above the ocean?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., creating own avatar) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., height at which airplanes safely travel; distance from PA to Hawaii).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student and guide reviewed student's online research and learning at student's request. Student walked guide through a demonstration of how to make your own online avatar using an iPad app. Student chose color gradients and saturation; hair lengths, sizes and shapes; skin tones, eye color, and outfit options as well as numerous accessories.
- Student also viewed an online video, "10 Best Places To Visit In Hawaii," with guide that student had found while researching vacation options.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide viewed an online video, "10 Best Places To Visit In Hawaii," that increased their knowledge of the islands of 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.
- Continued ongoing discussion around nutrition, movement, quality sleep and self-care.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion of guide's limitations while healing from a rib fracture.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created art with an avatar app on their iPad.

## **ENRICHMENT**

- Middle student continued to work towards completion of their original Halloween accessory design. Middle student received assistance from oldest student who has the most resin experience and students' dad who has the most power tool experience. Youngest student and guide engaged in the alternate activity of reviewing student's online research and learning in order to assist middle student in increased focus.

**10-16-22**

## **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 reading selection; PC and Ipad apps/games; other online content; Kolor N Kiln menu of paints and products, rules for painting, Nose 2 Tail raffle options, other items for sale).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., signing name on raffle ticket entries; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music; interactions with Nose 2 Tail volunteers, Kolor N Kiln staff, and other participants).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., putting name on raffle ticket entries) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, statistical likelihood, money, online currency unique to each game/app, addition/subtraction, multiplication/division; color gradient and saturation).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., followed instructions to paint drinking glass at Kolor N Kiln; how many raffle tickets can I buy with 30 dollars?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cost of items in stores compared to stated budget, color saturation in order to create proposed design) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., to determine size of beverage and snack desired at Starbucks) and other practical situations (i.e., ceramics size).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation,



observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to local fundraiser to support the cat shelter where family rescued all 4 of their cats. Group participated in the fundraiser and experimented with paint your own pottery and glass. Youngest student chose a ceramic cupcake and a drinking glass to paint which they will bring home and bake per the included instructions (i.e., time, temperature, oven door ajar). Student's dad chose a holiday tree ceramic; guide chose an "eat" sign and mug; oldest student chose a bowl; and middle student chose a planter and a ceramic jar with a lid. Group explored the rest of the mall as well and experimented with beverages and snacks at Starbucks. Group will return to pick up the ceramic items in 7 days.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group learned about their community as the fundraiser was hosted in a store the group had not been to before at a mall the group had also not visited prior to today.
- Student continued to use maps and other resources to navigate local roads to travel to a mall new to the group.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Participants in the Nose 2 Tail fundraiser discussed the history of Nose 2 Tail in the local community as well as other animal rescues.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group travel to Nose 2 Tail Cat Rescue Fundraiser at Kolor N Kiln paint your own ceramics store. Family donated to support this rescue by attending and participating, by purchasing additional items for sale, by engaging in the raffle, and with direct on site donations.
- Student continued to gain a basic understanding of local, state, and federal government. Group discussed nonprofits versus for profit organizations as well as the how local, state or federal government funding can sometimes assist both (i.e., grants for nonprofits, COVID small business relief packages for some for profit organizations).

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists; music accompanying online videos/games; music playing in the mall and store).

## **ART**

- Student chose to paint a small cupcake ceramic container at Kolor N Kiln and a drinking glass that would be baked in the oven at home.

## **ENRICHMENT**

- Family travel to attend a Nose 2 Tail Cat Rescue Fundraiser at Kolor N Kiln paint your own pottery location in a mall and store the family had not been to before. The fundraiser had raffle tickets (\$15 for 10 tickets) for purchase with the option of winning 4 baskets up for raffle. The fundraiser also had cat stickers, catnip toys, and other cat related items for purchase. Family chose to purchase items for their cats at home as well as several bunches of raffle tickets. For the raffle each participant wrote their name on the entry ticket and placed the ticket(s) in a jar located in front of the basket they would like to try to win. Youngest student was hopeful for several baskets and evenly divided their tickets between them. Oldest student chose 1 basket and placed all their tickets in that one jar. Middle student chose not to participate in the raffle and instead donated directly in a Nose 2 Tail donation jar. Family was informed they could explore the store and choose from the many ceramic options or glasses to paint. Each family member chose 1-2 items and guide paid at the register. The fundraiser benefited Nose 2 Tail Cat Rescue and was hosted by Kolor N Kiln. The family chose a table as instructed and was informed that each person could place an order for 6 different paint colors at a time. The completed projects could be picked up 7 days later after 3 p.m. The group worked on painting their chosen items while also talking with Sandi, the unpaid leader of Nose 2 Tail, and other volunteers about the group's 4 Nose 2 Tail rescue cats. Sandi pulled up pictures of the family's first time at the rescue when Aurora and Rose had come home with the group. Other individuals and families who had also rescued cats from Nose 2 Tail talked with Sandi and the group about cats. At the completion of the fundraiser, Sandi read off the winners of the raffled items. Youngest student won 2 baskets and oldest student did not win the basket they were hoping for. Following the ending of the fundraiser, the students requested to check out an anime store and a comic book/game store. Group explored these together and organically discussed students' interests, experiences with anime and/or comic books, and any other topic students brought up. The outing ended with a trip to Starbucks in the mall for beverages and snacks.

**10-17-22**

## **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 reading selection; PC and Ipad apps/games; other online content, Dunkin Donuts online menu).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; speaking and listening to student's dad and dad's coworkers).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time needed to travel and wait while other students attended classes versus time could spend with their dad at his home office).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., online food ordering) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to experiment with shadowing their dad for the afternoon instead of accompanying the rest of the group on various outings (i.e., community appointment, lunch, art class, cello lesson). Student was able to sit in on their dad's work meetings, interact with dad's coworkers, and order brunch for themselves on their dad's phone.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Student, middle student and guide traveled around community telling stories about familiar locations and discussing new places they saw.
- Group discussed and viewed an image, “Amazing Borders Of Different Countries,” of the country borders of Paraguay, Argentina, and Brazil as well as Zambia and Zimbabwe, China and Nepal, and 22 other images.
- Student used maps and other resources to navigate roads to travel to ongoing community meeting, lunch location, HAFHS Rec Center and Kathy’s Music studio.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., new music played by dad in home office; music played at HAFHS Rec Center, student’s playlists).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Middle student, oldest student and guide traveled to an ongoing community appointment, a lunch location, oldest student’s 2<sup>nd</sup> of 4 art classes at HAFHS Rec Center, and middle student’s cello lesson at local music studio. Youngest student chose to shadow their dad at work today rather than join in group travels. Group discussed today’s experiment with the schedule and students’ likes/dislikes. Guide informed all instructors that students would not be able to attend the following Monday due to being out of town. Group discussed alternate ongoing options for an art class such as Fox In A Box homeschool art sessions. Group agreed to consider the known options and guide will continue to research additional choices based on group feedback.
- Group discussed next day options including Carnegie Science Center’s Guitar exhibit that runs until October 30<sup>th</sup>. A Mars exhibit will follow after October 30<sup>th</sup>.
- Student observed middle student using an electric sander to complete the final phase of their Halloween accessories project. Student viewed completely cured resin and wooden piece before and after sanding.

**10-19-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music; interactions amongst students and with other online participants with group online playing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, points, levels, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to consider time remaining before travel and amount of prep to complete).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., hoverboarding) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students chose to experiment with riding hoverboards inside the home.

## **HEALTH & PHYSIOLOGY**

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

ability.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/apps/videos).

### **ENRICHMENT**

- Oldest student invited youngest student to play with them on their silk swing affixed to oldest student's ceiling in their room. Students experimented with different ways to get on the swing, different postures once on, and different dismounts.
- Group observed as student reintroduced the youngest family dog to the family's ferrets. Group discussed observations of the animals body postures, noises and expressions.
- Group discussed upcoming travel, next day's schedule (i.e., drop off dogs at boarding, laundry, pack, gather items for car travel) as well as day of departure and return (i.e., paid for early check in and late check out).

**10-20-22**

## **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 reading selection; PC and Ipad apps/games; other online content, handwritten note from oldest student).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).
- Student requested to discuss appropriateness of a Manga series with guide. Oldest student stated they were familiar with the series and offered to provide a review as well as feedback of the television series and Manga book series, Dragon Ball Z, for youngest student and guide. Oldest student described story themes, their observations, and level of appropriateness for a student similar in age to youngest. Student and guide had also conducted online research into the series.

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query feature of iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, points, levels, scales, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., hoverboarding) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., distance from wall so as not to hit corners or baseboards).

## **SCIENCE**

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

Students continued to work as a team to explore and create in online games. Student and guide conducted online research into best room darkening blackout curtains. Student chose to give their existing curtains to oldest student. Student stated they would like plain white curtains that kept the light out.

- Student continued to experiment with hoverboarding indoors. Student experimented with balance, angles, speed, and forward and backward motions as well as distances from objects so as not to run into them.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed the Pittsburgh Zoo and PPG Aquarium as well as various farm locations with upcoming Fall Festivals.

## **HEALTH & PHYSIOLOGY**

- Student continued 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., hoverboarding).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/videos).

## **ENRICHMENT**

- Group discussed upcoming Fall and Winter activity options such as Pumpkin catapult, Fall Festival and Zoo Holiday Lights.



**10-21-22 thru 10-24-22**

**Great Wolf Lodge, Sandusky, OH**

Group conducted online research for projected weather for Sandusky, OH; used this information to pack appropriate attire for weekend travel; discussed # outfits needed; and volume/size of bag to carry items. Group discussed upcoming timeline for travel from PA to OH. Group agreed to leave between noon and 1 p.m. to arrive around check in for hotel (i.e., 4 p.m.). Guide described online pre-check in to confirm room and approximate arrival time.

Group used GPS, road signs, and navigation announcements to navigate family travel across states. Navigation announced state border crossing on way to destination and guide pointed out “Welcome to Pennsylvania, the Keystone State” on return. Group noted distance at various travel points, speed variations, mph, travel time and its impact on arrival time, and use of Easy Pass to pay for PA and OH Turnpike charges. Youngest student and group discussed the geography of Great Wolf Lodge locations around the United States. Youngest student reported initially viewing a YouTube video reviewing the Arizona Great Wolf Lodge location by young YouTubers River and Wilder. Group discussed options for traveling from Pennsylvania to Arizona and times each may take.

Group arrived at the Great Wolf Lodge in Sandusky, Ohio. Group discussed and observed how to check in to a hotel; how to determine where room # is; and how to navigate the hotel using the stairs and elevator. Group read the posted room floor and room # signs then determined the 3 digit room location based both on floor (i.e., 4<sup>th</sup>) and where the specific # would fall in the ranges offered (i.e., 469 would be within 448-486). Group members also practiced how to read the restaurant menus, how to order for self at restaurant, how to calculate the cost of meals/snacks/souvenirs, as well as how to provide payment at restaurants or stores. Group discussed the observed changes in COVID protocol as well as the changes in COVID findings from family’s last visit at the same time last year.

Over the course of the stay, group discussed nutrition, particularly around the food options offered by GWL, and its impact on the human body/digestive system. Group discussions also included the impact of quality sleep or lack thereof; individual’s preferred sleeping arrangements/rituals; and each group member’s experience with loud noises, flashing lights, crowds, and continuous stimulation. Group members also noted how it felt physically and emotionally after a longer car ride; how it felt to experience increased daily movement and stimulation; and the impact of being away from home.

Younger students participated in the magic tour component offered by the GWL hotel. Younger students chose a wand and wand topper at the magic store, purchased these, provided necessary information to begin a magic account, received a written booklet of riddles/magic hunt instructions, and listened to the store employee to receive additional instructions. The younger students then traveled around the hotel to find specific statues/areas/artwork/etc. to point wand at and receive a message to complete steps of the magic hunt as well as solve a riddle. During this and throughout the stay, group members chose to participate in conversations with other hotel visitors, staff, and characters each to their own comfort level. Group members also were

involved in daily reading (i.e., instructions, signs, menu, current book selections, video captioning, activity rules, etc.).

The group also chose to experience the GWL indoor water park. Four of the five family members experimented with various slides to experience speed, distance, trajectory, and fun. Guide reminded group members of their healing posterior rib fracture which meant and the recommended healing process (i.e., no slides). Guide chose to photograph the group members enjoying and exploring the waterpark (i.e., reading rules, comparing depth vs height, speed of slides, age/# of riders, solo and double tube options, the volume of giant tipping bucket when it tipped, time, swimming abilities, conversations).

Youngest student chose to participate in the included Build A Bear experience (i.e., dimensions of chosen stuffed animal, outfit for size, open times for store, wait for turn, miniature light up wand for chosen animal to use as a “mage” with student on Magic Tour).

Group encountered live performances (i.e., musicals, plays, animated characters) throughout their stay along with the option to participate in group games/activities each day (i.e., trick or treating, bingo, etc.).

Group ended up spending the most time during the stay at the GWL Arcade. Students were shown how to use the arcade machine that translated American dollars to “paws” on an arcade card that needed to be swiped each time participants chose to play an arcade game. Each family member received their own card with an equal amount of paws on it. Group members chose to work together to use the paws to earn tickets or points that in turn could be used to purchase prizes of equal or lesser ticket # value. Each game required its own # of paws to play (i.e., 4, 8, or 10). Group members set out with a ticket goal in mind and calculated their # of tickets/how many more were needed. The games/activities offered a wide variation of math concepts and science experiment options (i.e., pressure/location of mallet hitting barrel center to push lighted weight up the scale to win most tickets possible; trajectory, throw, spaces/items labeled with score obtained if bean bag/ball entered or knocked over item; volume of cup and number of balls within; arrow shape and fitting into clock spaces as it spins; scores, points, tickets, paws required, arcade card stats, etc.). Youngest student focused on conducting claw machine experiments. Using the information gathered, youngest student was able to win over 20 stuffed prizes. Older students experimented with various games, claw machines, driving game, and ski ball options.

Each group member chose to go to the GWL gift shop and were given a budget to work within. Group explored the items at the gift shop, conversed with the employees there when needed, and chose items within their stated budget. Students were able to calmly discuss options with guide and demonstrate critical thinking skills during the experience.

Group discussed packing and timeline for return travel (i.e., late check out, activities group members wanted to do prior to leaving, times each member hoped to arrive home). Google maps was able to offer a more direct route home using only the Ohio Turnpike which transitioned to the PA turnpike then an exit to South 79.

**10-26-22**

## **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 reading selection; PC and Ipad apps/games; other online content, Procreate app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online research; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, points, percentages, levels, money, online currency unique to each game/app, addition/subtraction, multiplication/division, color gradients, color wheel, perspective).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to use the iPad app Procreate to modify or create digital images).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use measurement in practical situations (i.e., size of digital images and artwork).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student demonstrated how to saturate, brighten and merge colors in the Procreate app on their iPad. Student also showed guide how to conduct research to find an image, import the image into Procreate, modify the image, and save it to the Procreate library. Student showed guide their library and a history of their digital artwork so that guide could observe student's progressive art skills to 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.
- Continued ongoing discussion of attention to self-care following a busy, exhausting, socially engaging, or noisy experience even if it was really fun. Students brainstormed options for rest and recharging following youngest student's birthday travel.
- 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 (i.e., student's playlist, music accompanying online videos/games).

**10-27-22**

## **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., PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, points, scales, levels, geometric shapes, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Guide, middle student and student discussed celebrities who gained fame for their appearance as well as a specific individual where a private video was leaked. Group discussed factual information around sexual relationships, birth control methods, and puberty to answers students' questions.
- Guide and middle student discussed middle student's feelings around next day's emergency dental appointment to address a cavity and possible broken tooth. Guide and student prepared middle student for experience and coping strategies. Student's dad will transport, attend appointment and support student while guide attends emergency vet appointment for rescue horse. Student agreed to remain home with oldest student during this timeframe. Student discussed their concerns for middle student with guide.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Student listened to playlists throughout the day as well as the musical accompaniments for certain online sites/games.

**10-28-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, points, levels, scales, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating time middle student had been gone and how long until returned home).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to observe middle student using measurement in cooking (i.e., frying Fryums in 400 degree vegetable oil for 6 seconds or less).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group planned to travel to a nearby farm to explore and choose pumpkins. Middle student described their time at the pediatric dentist such as the use of Novocain and laughing gas for pain. The pediatric dentist worked on a cavity and tooth decay. Middle student's dad, who had accompanied student to the appointment, stated the dentist recommended guide follow up with an orthodontist to see if that office would pull another of student's teeth. Dentist had guide cancel student's next appointment (i.e., the next week) unless guide could get/attend an orthodontist appointment prior to the appointment. Guide contacted KSG orthodontics and

set up an orthodontist consultation appointment for younger students for the first available time, or January 4, 2023. Student requested the family postpone the farm activity until the next day so they could rest. Family agreed and supported student in this decision.

- Group discussion of image, “Woolly Bear Caterpillar Winter Predictions,” and recently observed woolly bear caterpillar. The written information describes how woolly bear caterpillars get their stripes (i.e., how much they’ve been feeding, age, and species).

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student continued to learn about dental hygiene and treatments for tooth decay.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student’s playlists, music accompanying online videos/games).

### **ENRICHMENT**

- Middle student chose to cook Fry Um’s Indian snack item in oil on the stove top. They used a digital thermometer to calculate the rising temperature of the oil. Group reviewed fire safety particularly around cooktop fires, fire prevention, and fire safety options. Middle student made Fry Ums for all students.
- Oldest student was inspired by middle student and chose to attempt to make a funnel cake also using oil, a digital thermometer, necessary ingredients and a powder sugar topping. They also shared their creation with all students.



**10-29-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; Anand Fryums Fry and Eat Indian Snack bag and digital thermometer; GPS and road signs; Trax Farm signs, product descriptions, menu, prices).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; interactions with Trax Farm staff and visitors).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, pitch, money, online currency unique to each game/app, addition/subtraction/multiplication/division, seconds; oil temperature and reading a digital thermometer).
- Student continued to use problem solving mathematics skills in daily life applications. Student and older sibling worked together to heat necessary amount of vegetable oil to 400 degrees on stove top in order to fry Anand Fryums Fry and Eat Indian Snack food for approximately 6 seconds or less.
- Students also noted nominal number system used to categorize pumpkin sizes and their associated prices (i.e., pumpkins marked with 0 = smallest = \$2.00).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking Fryums, pumpkin sizes, pumpkin weights) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., frying Fryums in 400 degree

vegetable oil for 6 seconds or less) and other practical situations (i.e., pumpkin sizes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of plants and flowers observed at farm/pumpkin patch. Group recalled timeframe of other observed plants, fish and tadpoles available during spring/early summer season.
- Group observed varying sizes, colors, and textures of pumpkins as well as differences in gourdes and squashes offered at the farm. Group members experimented with chosen pumpkins to compare weights, sizes and shapes in order to better understand the pumpkin categorizing system (i.e., 0 = smallest pumpkin = \$2.00; 1 = slightly larger = \$3.00, etc.) and find the best fitting pumpkin for what each member was looking for.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country and the world through research, travel, maps, play and stories. Student, older sibling, and guide discussed Anand Fryums Fry and Eat Indian Snack that students had requested to try after viewing an online video describing the snack food as a favorite in part of India.
- Student listened to oldest student, guide and student's dad discussed upcoming travel for guide and oldest student to Ohio from PA to view horse option set for Friday, November 4th.
- Student used maps and other resources to navigate roads on local family outing to Trax Farm/Pumpkin Patch.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Student, older sibling and guide discussed stove top fire safety when frying Fryums with vegetable oil.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussed their observations around increased movement and their physical and emotional well-being.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed prior trips to same pumpkin patch and changes in their physical selves over the years (i.e., current ability to lift heavy pumpkins, students' increased height versus same size photo stands, observed changes when climbing on the pumpkin piles over the years).
- Group discussed first aid, first aid certification and the use of first aid when tending to wounds such as student's oldest sibling's cuts on their fingers that occurred when carving their pumpkin with a sharp, serrated knife. Group recalled medical aid necessary when other group members experienced open wounds or cuts.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student explored indoor and outdoor farm displays, assisted in carrying/lifting heavy objects, and walking/running/climbing.

## **MUSIC**

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

## **ART**

- Student chose not to carve their pumpkins for Halloween and instead decorated their chosen pumpkins with chalk markers and spray paint.

## **ENRICHMENT**

- Students chose to all participate in pumpkin carving/decorating as soon as family returned home from the farm pumpkin patch. Oldest student chose to follow more traditional path carving an expression into their pumpkin with a knife and scooping out the seeds. They described a plan to dry out the seeds and later plant them to grow their own pumpkins. Older student chose to decorate their pumpkins with spray paint both inside and out. Youngest student initially chose to use chalk markers to decorate their pumpkins then shifted to spray paint as well. While the group was working on their pumpkin art projects, the oldest student injured their dominant hand when their fingers slipped over the blade of the knife they were using to carve. Guide demonstrated first aid for bleeding wounds. Group discussed when additional medical intervention would be necessary and when at home first aid is sufficient. Students were later able to describe the physical and emotional feelings experienced during this time.

**10-31-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; conversations and interactions with neighbors during trick or treating).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, money, online currency unique to each game/app, addition/subtraction, multiplication/division, pounds of candy received, number of each kind of candy, size of Halloween costume).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., estimating miles walked, pounds of candy received, and time remaining for trick or treating).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Halloween trick or treating) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., Halloween costume size and accessories).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose silly string at a neighbor's house with several Halloween choices for trick or treating. Student informed both guide and student's dad of the history of silly string which they recalled viewing in an online video.

- Student experimented with options to increase their confidence while trick or treating. Student reported their confidence rating level increased as the time they spent participating also increased. Student observed and reported back to guide that repetition and practice slowly increased their comfort level.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Student informed guide, student's dad, and other group members of the history of silly string.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Student chose to participate in local township's trick or treating.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 members described differences for themselves with this year's Halloween, trick or treating, and candy consumption. Group members agreed that having access to candy during the year when they choose to have some has taken away the feeling of wanting to get as much candy as they can on Halloween.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Younger students offered observations around sleep amount, energy levels and participation in physical movement. Both younger students chose to end their trick or treating early.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student participated in trick or treating around large section of their neighborhood.

## **MUSIC**

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

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student chose to create an original Halloween costume (i.e., "cat maid") piecing together aspects of a maid uniform, cat ears and a tail.

**11-2-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing, reading the handwritten note left by oldest student in a beautiful decorated scroll).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, points, levels, scales, money, online currency unique to each game/app, addition/subtraction/multiplication/division, handmade animal ear size and angle, computer science).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., options for earning money in addition to the monthly money received on the 1<sup>st</sup>).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., handmade ears size and angle) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., measuring out/cooking frozen ramen and soup) and other practical situations (i.e., size of handmade ears).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Guide took family's cat, Lily, to the vet for an early morning vaccination appointment. Guide described measurements taken by the vet as well as weather while transporting. Guide showed students several photos they had taken during the drive of the thick fog that had

covered the area. Students discussed what creates fog and specifically morning fog (i.e., temperature, cool air, humidity). Students noted the rising sun and the lack of fog as the day progressed.

- Group discussed the online Science & Tech article, “Sci-Fi No More: Introducing The Contact Lenses Of The Future.” Guide read aloud for the group and discussion arose around the advancements described in the article. Group then discussed eye care including setting annual appointments with an optometrist to proactively treat eye health as well as receive a prescription for glasses and/or contacts. Guide described their experiences with eye exams, imaging and contacts.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 annual appointments with an optometrist for eye care and health. Group discussed different eye health concerns (i.e., macular degeneration, scarring in the eye, bacteria in the eye, etc.).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student’s playlists, music accompanying online games/videos).

## **ART**

- Student wore handmade animal ears throughout the evening to determine their wearability and comfort. Student considered creating an entire costume or cosplay outfit to go with the ears.
- Group picked up the fired, completed ceramics painted during the Nose 2 Tail fundraiser at Kolor N Kiln.

**11-3-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e. ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query function on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, pitch, money, online currency unique to each game/app, inches, addition/subtraction, multiplication/division; division of day hours, learning, and field trips).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., division of day hours, learning and field trips).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., comparing measurements of guide and student's hands) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., hand size in inches).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student requested to experiment and compare hand size of an 8-year-old (i.e., student) with an adult (i.e., guide). Student noted their observations of size differences, how prominent veins were, and fine motor skills with hand/fingers. Student and guide discussed genetic links; dominant and recessive traits; and dominant hands. Student and guide both noted their



“hitchhiker’s thumb,” student’s red hair and blue eyes, and student’s dominant left hand.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed next day road trip to meet and ride oldest student’s potential future horse in Ohio.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 expressed concern over discomfort with a lower, right side molar. Guide examined tooth for discoloration or food pieces. After student brushed their teeth, guide found a clean tooth surface with a possible missing filling. Guide will follow up with dentist.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student’s playlists, shared playlists with other students, music accompanying online games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Group held a meeting to discuss current schedule, proposed alternate schedule, taking field trips, and requested field trips.

**11-4-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, scales, points, levels, distance, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time of oldest student and guide's travel to OH and return home).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students requested to hear all about oldest student's travels to OH, the horse that turned out to be the one, and the next steps in horse ownership.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed oldest student and guide's travels from the boarding barn in Bridgeville, PA to the seller's barn in OH.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/videos).

**11-5-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten note to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten note scroll to family) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, points, percentages, levels, scales, money, online currency unique to each game/app, addition/subtraction, multiplication/division).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created a scroll with butcher twine, a sticker, paper and red pen. Student addressed the note to everyone in their family and placed it where it would be seen in the morning.

**11-7-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing, interactions with their dad and his coworkers while shadowing dad at work).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, visual design, percentages, perspective, scale, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., computer science, visual design) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to shadow their dad who was working from home while middle student was at individual cello lesson. Student continued to learn about computer science and design.

## **HEALTH & PHYSIOLOGY**

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

ability.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlist, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**11-8-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query function on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, tempo, angles, height/weight, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., used mathematical concepts to complete jobs on job simulator VR experience).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., VR experiences) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to set boundary or border for VR play area).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group read aloud and discussed an online article, "At 20 Inches Tall, Pumuckel The Pony Is Vying For The Title Of World's Smallest Horse," found in USA Today. Students compared the pony's size to family's smallest dog finding they would be similar in size. The pony lives

in Germany and is an art therapy Shetland Pony.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group continued to discuss where oldest student's first horse was traveling from (i.e., barn in OH), what roads the trailer hauler was likely to take to get to boarding barn, and differences between the 2 barns.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the international history of the Guinness Book of World Records.

## **HEALTH & PHYSIOLOGY**

- Student continued 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. Student reported they increased their movement with active VR experiences such as Gorilla Tag.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**11-9-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, percentages, scales, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., measured glue, activator, dyes, and glitter to create own slimes).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., VR experiences, slime) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to use slime making materials to create different colors, textures and odors in their slimes. Student chose to add in glitters, sequins, miniature pieces, and other add ins to their slimes. Student reported it is very satisfying to stretch, shape and handle their slimes. Student would like to open an online slime shop in the future.

## **CIVICS**



- Student continued to gain a basic understanding of local, state, and federal government. Group discussed an online news article reporting on John Fetterman, his role as Deputy Mayor in Pennsylvania, his family, and his run for state senate as a Democrat.

### **HEALTH & PHYSIOLOGY**

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

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, Virtual Reality Beat Saber experience where music is the game, music accompanying online videos/games).
- Student continued to attend or perform in live performances. Student listened to middle student performed their cello pieces for guide.
- Student continued to have the opportunity to pursue their own musical interests when ready.

**11-10-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, money, online currency unique to each game/app, addition/subtraction, multiplication/division, points, levels, percentages).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., measuring with new measuring cups, teaspoons, and tablespoons).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use measurement in cooking (i.e., testing out new teaspoons, tablespoons, and measuring cups).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student and guide traveled to their boarding barn to care for, groom and graze their horses. They observed a group of wild turkeys and noted how the turkeys would stay a certain distance away from the horses and humans. Oldest student also noted how the turkeys seemed to seek out areas the horses had been in, rooting around horse manure and hay left behind. They theorized the turkeys may find certain insects under and within the manure and hay. Discussed geese and smaller birds that also could be observed in the working horse field

area appearing to be engaged in the same behavior. Images taken of wild turkeys to share with younger students. Guide will discuss turkey and bird behavior on the ranch and ask for younger students ideas as well.

- Student chose to experiment with new measuring cups and spoons. Discussed the measurement for each. Student asked questions such as how many tablespoons would fill a  $\frac{1}{2}$  cup then proceeded to answer this question by measuring water from one to the other to fill the  $\frac{1}{2}$  cup with \_\_\_ # of tablespoons.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, middle student's shared playlist/songs, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**11-12-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, height, fractions, patterns, percentages, computer science, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use measurement in practical situations (i.e., measured height of mantel as compared to student's current height).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Middle student chose to share an online video, "The Most Beautiful Image Of Earth Ever Taken," to group family text. Student found this YouTube video during online research into the universe and space.
- Guide researched predicted temperatures for November 2022 in Pittsburgh area. Guide then found jacket store, Spark Paws, that sells outerwear for dogs. Group offered their thoughts and opinions on what would work best for family's younger dog. Group assisted in measuring dog's required dimensions to determine best size for him. Two fleece jackets ordered.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists, shared playlists, music accompanying online videos/games).
- Student continued to attend or perform in live performances. Student listened to middle student perform their cello pieces they are currently working on for guide.
- Student continued to have the opportunity to pursue their own musical interests when ready.

**11-14-22**

## **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 reading selection; PC and Ipad apps/games; other online content, dad's sample designs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music; interactions with dad and dad's coworkers while shadowing their dad at work).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, geometric shapes, patterns, computer science and website design, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., schedule and calendar; computer science and design; geometric shapes).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., drawing, playdoh) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to shadow their dad working in his home office while guide took middle student to their cello lesson. Student interacted with their dad and dad's coworkers. Student listened to website design meetings.
- Younger students offered a few current events they had found in their online research (i.e., upcoming Mario brothers movie, actor to voice Mario—Chris Pratt). Youngest student

demonstrated an Italian accent similar to the audio they had heard during their online research.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Younger students and guide discussed Italy, Northern and Southern portions of the country, and the Italian language.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing student playlist, dad's new playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**11-15-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, temperature, measuring, fractions, patterns, percentages, levels, organizing data, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., group online research) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group observed and discussed the season's first snow fall to accumulate on the ground. Group researched in previous year's photos to determine if today's snowfall was early, on target, or later than previous years.
- Group briefly discussed a historical image showing a 1960 Corvair vehicle with a "baby dash cradle" that kept the baby warm with engine heat and "safe" and "comfortable" with a built in "cradle." Group discussed the differences in child safety and pediatric care over the course of the last 63 years in the U.S. Guide described what they were told about infants in cars when guide was a baby (i.e., nonexistent, infant was placed on backseat or held in back).



Group looked up invention of infant car seats (i.e., Britain, 1962) as well as seat belt laws (i.e., secondary enforcement starting in 1987 in PA with fine of \$10; primary enforcement where police could stop a vehicle if seatbelts aren't worn by those under the age of 18 starting in 2017).

- Group discussed guide's same day exploratory colonoscopy procedure; its weeklong prep and day prior prep; the reasons for the procedure; and proactive healthcare.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussion around the 1960 Corvair dash baby cradle

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Students described how they used 5 point safety harnesses for their childhood then booster seats when height, weight and age requirements were met. No child safety seat but 3 point seatbelt once those requirements were met.
- Student continued to gain a basic understanding of local, state, and federal government. Group discussed of seatbelt laws in the U.S. which is left to individual states and territories. Enforcement of these laws by law enforcement can be primary or secondary enforcement (i.e., primary: vehicle can be stopped and ticketed if not complying; secondary: vehicle cannot be stopped for seatbelt violation alone, rather if vehicle commits primary violation they can also be ticketed for seatbelt violation).

## **HEALTH & PHYSIOLOGY**

- Student continued 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 cold temperatures, wind advisories, potential for frostbite, frostbite and treatment options.
- Students chose to conduct online research on their own while guide participated in an early morning exploratory colonoscopy. Group discussed procedure's weeklong and day prior prep, the procedure itself, and proactive health care.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists, music accompanying online games/videos).

**11-16-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., doodling) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, distance, speed, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student agreed to also conduct online research into possible gift ideas for upcoming holiday. Student reported it would mostly be slimes and stuffed animals.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion on nutrition, movement, sleep and selfcare.
- 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 (i.e.,

student playlists, shared playlists, music accompanying online videos/games).

## **ART**

- Middle student shared their “doodling sheets” kept around the family PC. They used various marker colors to handwrite names, scores, computer codes, and draw various picture doodles. Youngest student would sometimes join in and add to the drawings. Student shared which doodles were theirs.
- Student chose to recreate online characters from a preferred online game with scissors, brown paper bags and tape. Student placed the characters on the living room/kitchen wall.

**11-17-22**

## **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 reading selection; PC and Ipad apps/games; other online content; grocery store aisle descriptors, product descriptions, prices).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, percentages, prices, tax, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, calendar, purchasing food items within budget).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student chose to experiment with baking. They conducted online research to find a desired ginger cookie recipe. Student then requested to go to the grocery store to purchase needed ingredients. Guide and student agreed to go after guide's evening yoga class. Younger students requested to join trip to grocery store. Younger students found fruits, food items and snacks they would like to try. Oldest student sought out ingredients in store and assisted in checking out/payment. Group returned home and student gathered, measured, mixed and baked ingredients. Students taste tested finished cookies. Oldest student offered guide a summary of each student's rating of ginger cookies. Student reported there were several things they would modify in next recipe and would also make homemade icing to top future cookies off.

## **GEOGRAPHY**

- Student used maps and other resources to navigate local roads to travel to local grocery store.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Review of baking fire safety and placement of extinguishers, hand held extinguishers, and fire blanket.

### **HEALTH & PHYSIOLOGY**

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

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, guide's playlists and random Apple selections, music accompanying online videos/games).
- Middle student performed current cello pieces for guide and youngest student while practicing.
- Student continued to have the opportunity to pursue their own musical interests when ready.

**11-18-22**

## **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 reading selection; PC and Ipad apps/games; other online content; Target signs, product descriptions, prices, aisle signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; interactions with Target staff and patrons).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, points, levels, money, online currency unique to each game/app, addition/subtraction, multiplication/division, apps and Switches).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to use Target gift card towards items purchased).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slime, trying out tech/gaming equipment at Target) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students and guide traveled to Target to explore and spend youngest student's birthday gift card. Youngest student asked to give money to both older students and also chose a slime for each person. Group used slimes for stress relief, to make noise, to smell, as a tactile experience, and to view what color(s) it could make.
- Younger students explored Target. Middle student stopped in the office aisle to discuss a

calendar, an hour glass and a cushioned lap desk. They requested that guide not purchase any of these items rather focus on the gift requests student had supplied guide with (i.e., electric bike). Youngest student offered several suggestions for upcoming holiday gift options including a large Squishmallow and an XL Hershey's kiss. Youngest student then found a baby Yoda pancake pan, pancake mix, and squishy balls to use their gift card towards.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Guide shared information with the group about the prevalence of centenarians in Puerto Rico and a lifestyle concept there reportedly involving less stress as heard on the IFit Tommy Rivs Puerto Rico running tour. Youngest student had listened and viewed parts of one of these tours that showed reptiles, rain forest and birds.
- Student used maps and other resources to navigate local roads to travel to Target.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Guide considered purchasing a graphic history book, "Show Me History! Muhammad Ali," as well as other books in this series that were available in the local bookstore. Students reported uncertainty if they would want to read these.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 what a centenarian is and a "Blue Zone" or large group of individuals 100 years old or older. Guide brought up Puerto Rico as an example and one of the students offered Japan as another.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (guide's playlist and random Apple playlist in car, music played in Target, music accompanying online videos/games).

**11-19-22**

## **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 reading selection; PC and Ipad apps/games; other online content, baby Yoda pancake pan instructions, pancake mix instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, cups, tablespoons, fractions, patterns, percentages, temperature, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., used pancake instructions to mix ingredients and ready mix; used baby Yoda pancake pan instructions to cook pancakes on cooktop).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., pancake mix) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., make pancakes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to experiment with their baby Yoda pancake pan and the pancake mix purchased yesterday. Student read through instructions included with both. Student gathered the necessary ingredients, measured them out and mixed them in a large bowl. Student then preheated the baby Yoda pancake pan and a skillet as instructed on the baby Yoda pan



instructions. Student poured pancake mix into the baby Yoda pan and waited until many bubbles formed in the batter. Student then flipped the baby Yoda pan contents into the skillet to cook the other side. Student was able to create perfectly golden baby Yoda pancakes for whomever was interested.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).

## **ENRICHMENT**

- Student experimented with their baby Yoda pancake pan and pancake mix creating perfectly golden, delicious baby Yoda pancakes on their first try.
- Students' dad and oldest student cleaned, measured and took apart oldest student's former loft bed. Students' dad and guide will check in with extended family and friends to see if anyone would like the loft bed.

**11-20-22**

## **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 reading selection; PC and Ipad apps/games; other online content, slime instructions, instructions for baking painted glass).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, money, online currency unique to each game/app, addition/subtraction, multiplication/division, oven temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., length of time painted glass remained in slightly open oven at \_\_\_\_ degrees to adhere the paint to the glass).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., baking painted glass) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., adding liquid activator to slimes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to experiment with slimes. Student measured and added liquid activator to older slimes to increase elasticity and softness.
- Student and guide baked student's painted glass cup in oven after rereading instructions.

Appropriate temperature set on oven and door left ajar as instructed. Painted glass left in oven for recommended time and set on counter to cool also for recommended time. Afterwards student used cup to drink from testing out their new painted cup.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Reviewed oven safety particularly since oven door must remain ajar during baking.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around nutrition, movement, sleep and selfcare.
- 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 (i.e., new music accompanying online videos/games, existing playlists).

### **ART**

- Student completed their painted glass art project by baking the dried painted glass in the oven for the recommended timeframe/temperature to seal the paint to the glass.

### **ENRICHMENT**

- Students continued to work with their dad on a “gaming room” project. Students’ dad had previously met with students individually and as a group to discuss chair choices and other room accessories. Online research was conducted to find students’ chair choices within budget set by their dad. Students’ dad and students worked on clearing out what remained in the future gaming room. Over holiday break students and their dad plan to work on cleaning, spackling, and painting the room as well as applying soundproofing to a joint game room/master bedroom wall. Students’ dad will order the chosen furniture and curtains.

**11/21/22 to 11/27/22**

**Holiday Break**

**11-28-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., words with artwork, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten words included in artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, perspective, patterns, percentages, levels, points, angles, money, online currency unique to each game/app, addition/subtraction, multiplication/division, computer science and design).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, computer science and design while shadowing their dad at work, perspective and drawing).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., drawing) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student and guide continued to discuss student's first horse, Rikki's, experiences with a horse chiropractor on November 25<sup>th</sup> and an equine natural dentist on November 27<sup>th</sup> together and as a group with younger students. The chiropractor provided a thorough explanation of the horse's skeletal and muscular systems as he demonstrated what methods

he as a professional uses and what student could do in between sessions. The equine natural dentist provided guide with an update estimated age for their horse (i.e., closer to 22 than the 16 years told at time of ownership) and diagnosed oldest student's horse with significant TMJ on their right jaw side. The natural dentist provided images of a horse skull to explain the anatomical workings of a horse's jaw and use to point out what/where he was working with student's horse.

- Middle student chose to experiment with their building skills when requesting to unpack and put together youngest student's gaming chair. They were able to do so by following the step-by-step instruction manual and using the included tools. Middle student presented the finished chair to youngest student upon completion. Youngest student chose to try out the chair's back support and LED lights to determine its comfort level and ease of use.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Discussed the travels and work the equine natural dentist had described (i.e., California and common equine dentistry methods), the East Coast, and day long seminars with well-known horseman and author, Mark Rashid).

## **HEALTH & PHYSIOLOGY**

- Student continued 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 TMJ, what it is, what the letters stand for (i.e., Temporomandibular joint), and treatment options.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, new music accompanying online videos/games).

## **ART**

- Student created hand drawn art pieces with art markers modeled after a character from an online video (i.e., "Red"). Student also wrote words on some of the drawings. Student chose to draw this character over the course of several days.

## **ENRICHMENT**

- Oldest student chose their gaming chair. Younger students gaming chairs had been ordered over holiday break. Students' gaming room continued to be painted and items purchased. Youngest student's gaming chair was the first to arrive and middle student offered to unpack and put it together. Middle student read directions and used the tools provided to put the chair together correctly. Middle student presented the chair to youngest student.
- Guide purchased tickets for group and students' dad to participate in Fun Fore All Holiday Lights Mini Golf 2022 at Fun Fore All Family Fun Park in Cranberry Township. Family has not yet traveled to this particular area and has not explored this Fun Park.

**11-29-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes on artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, percentages, levels, resources, computer science, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students used household items including blankets, pillows and family pets to create forts and living enclosures for themselves and family pets.
- Younger students conducted their own online research into topics they found interesting and wanted to learn more about. Students particularly enjoyed viewing videos on Game Theory, Movie Theory, Food Theory and other Theory categories.

## **HEALTH & PHYSIOLOGY**

- Student continued 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., building, active play).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.



**11-30-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, perspective, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slime) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students continued their online research from previous day.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed common local traditions or ways to celebrate the upcoming winter holiday in December. Guide described what and when extended family celebrated as well as individuals in the community that they were aware of. Students discussed several holidays that fall within the same timeframe of December as well as those remembered from their Global Citizens

holiday subscription box in the past (i.e., the Catalan log that poops candy for Christmas in Spain).

### **HEALTH & PHYSIOLOGY**

- Student continued 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 (i.e., student's playlist, music accompanying online videos/games).

### **ENRICHMENT**

- Students and guide discussed next day beginning of countdown calendars to count down the days of December until December 25<sup>th</sup>. Group also discussed oldest student's and guide's upcoming birthdays in December as well as guide's deceased dad's on December 3<sup>rd</sup>.

**12-1-22**

## **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 reading selection; PC and Ipad apps/games; other online content, poem on the inside of Countdown Calendar window).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music; interactions with swimmers at indoor pool and boarders at horse boarding barn).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, levels, points, resources, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to begin countdown calendar).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendar) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students chose to experiment with their swimming skills given time had passed since their previous time all together at the pool. Students found they felt stronger in their freestyle strokes, youngest could swim underwater longer, and they each reported observing increased ease of movement in the whirlpool. Students each jumped in at deeper measured depths in the indoor pool with ease.
- Guide described what they first thought was a shooting star observed in the night sky on their

way home from Oakdale, PA yoga studio. The object moved very quickly, appeared closer than a star, and had what seemed to be a green tail following it. Guide described this to the group.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed what guide thought was a meteor (i.e., a bright flash in the sky, traveling quickly, with what looked like a green tail behind it) in the night sky while driving to the indoor pool from their evening yoga class.
- Student used maps and other resources to navigate roads to travel to USC Rec Center indoor pool and horse boarding barn.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including safety while around and on a horse.

## **HEALTH & PHYSIOLOGY**

- Student continued 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., horse care, grooming and riding, swimming).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).

## **ENRICHMENT**

- Group was going to travel to a paint own pottery location to create a tombstone for middle student's large goldfish, Pebbles. Middle student let guide know they are not yet ready to begin the activities previously discussed to acknowledge fish's death and the connection lost (i.e., create a tombstone, prepare a burial area and have a celebration of the fish's life). Instead the group chose to go to the pool with their dad. Guide picked them up after evening yoga class.
- Group continued on together to the horse boarding barn to groom and care for their horses. Younger students learned how to offer and feed horses treats; each horse's preferred grooming and petting spots; and how oldest student's horse likes to move around the indoor arena. Oldest student reviewed safety with younger students around being in close proximity to horses on the ground, offering treats, and when riding. Oldest student chose to tack up their horse, briefly lead younger students on the horse, and, lastly, ride their horse in the indoor arena.
- Students began their Countdown Calendars to December 25<sup>th</sup>. Younger students chose to

begin with door 1 of 25 to reflect the days of the month while oldest student chose to countdown from 24 to 1 to inform student of days remaining until the 25<sup>th</sup>. Group discussed these different and interesting approaches to the same activity.

**12-2-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student chose to demonstrate their online research skills using the audio query function on their iPad or typing in words in Google. Student read article options and maneuvered between search categories (i.e., All, Images, Videos). Student played a video relevant to their research query.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, pitch, money, online currency unique to each game/app, addition/subtraction, multiplication/division, computer science).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., demonstrated online research skills).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., jobs for money) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Guide conducted online research finding multiple online articles describing the object guide had viewed the previous evening as a meteor. Group discussed the meteor sighting as well as

the difference between a meteor and meteorite (i.e., a meteor enters Earth's atmosphere and does not touch down on the Earth whereas a meteorite does not burn up upon entry and ends up on the Earth).

- Student conducted online research.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group continued to discuss meteors and meteorites including scientists findings on a meteorite that's collision with Earth ended dinosaurs existence.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to discuss the concept of asking for donations to a chosen organization rather than gifts for birthdays.
- Student continued to gain a basic understanding of local, state, and federal government. Group discussed the NASA space program, the moon landing, and the federal government as well as moon rocks brought back to Earth.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 tattoos, dermatology, layers of the skin, and tattoo healing. Guide described a Saniderm bandage that originally was invented and used for burn patients and is now used in tattoo healing.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists, new music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Students continued the 2<sup>nd</sup> day of Countdown Calendars. Group noted that inside the windows of the calendar a poem or story was printed that could be read a little each day. Students read aloud and guide noticed it was "The Night Before Christmas" poem or story.

**12-3-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Younger students participated for different timeframes in Fortnite Live Event, Fracture, using verbal and written communication with other participants; live musical performances, coordinating teams, exploring maps, and attending to time in order to enter the event at the designated times (i.e., UK time).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, length, height, levels, points, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., measuring holiday tree and ceiling to determine if trimming is required for tree placement).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendars) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., holiday tree height versus ceiling height; length of garland versus railing length).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Guide continued to do online research for learning experiences including Magnetic Magic



classes, Newton Launchers class, Dazzling Nights at the Pittsburgh Botanical Garden; Track, Scat & Homes: Finding Signs of Wildlife in Winter; the iNaturalist app to report nature findings; Citizen Science & You: Using iNaturalist at the Botanical Garden; Shen Yun Live Performance of dance and singing; and Stuff A Dugout Holiday Fundraiser collecting new gifts for those in need in our community. Group discussed their interest levels in participation in any or all of these events.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed history of Christmas trees and Christmas tree lights in PA and the U.S. as fire hazards as well as today's LED lights that do not produce heat.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussed history of Christmas trees and Christmas tree lights as fire hazards as well as today's LED lights that do not produce heat.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around expression of strong emotions.
- 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., holiday decorating outdoors and in).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists, music accompanying online videos/games).
- Younger students attended live concert on Fortnite Live Event.

## **ENRICHMENT**

- Group celebrated the birthday of guide's deceased dad/student's maternal grandfather who would have been 80 years old on December 3, 2022. Group discussed things guide's dad's life.
- Students continued with their Countdown Calendars. Group also began holiday decorating. Group discussed living tree family had chosen and its height versus the height of the ceiling. Group offered their thoughts on whether the tree would need to be trimmed prior to placement and found it did not. Group assisted in outside decorations on porch discussing the temperature today and this time of year in general. Group also researched sunset at current time of year and set light timers accordingly to turn on at sunset and off at sunrise. Group also conducted a democratic vote on whether or not to add lights alone to the family tree versus lights and ornaments. The group then voted on what the light color(s) would be.

Group agreed to change the light color every 24 hours with students' dad's light app.

- Younger students requested not to have any scheduled activities this day because they would like to focus on a Fortnite Live Event called "Fracture." The live event would allow limited entry and was advertised as an "otherworldly...social event" in online preview videos. After waiting for several hours to participate both students were able to enter the event though middle student's avatar glitched out of the event without option of reentry within 15 minutes. Student was able to vocalize their feelings and attempted to problem-solve options.

**12-4-22**

## **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 reading selection; PC and Ipad apps/games; other online content, signs & products at local Agway, Instacart app, *Computer Engineering For Babies* book).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; interactions with Agway staff and patrons).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, large numbers, points, levels, money, online currency unique to each game/app, addition/subtraction, multiplication/division, prices, feet/inches, gallons, circuits, computer engineering).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine size in feet/inches of dog treats at Agway; to determine size of guide's aquarium, 37 high).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., purchasing dog treats within budget set, ordering human treats online, painting portions of gaming room walls, Countdown Calendar) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., longest dog treat, portion of wall to paint).

## **SCIENCE**

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

Student and guide traveled to Agway store to pick up preordered horse hay ball treats. Student noticed the store cats walking around the store and eating/drinking from their bowls. Student asked questions to store staff and patrons about the cats. Guide and student discussed the option of having a shop pet that comes to work or stays there. Student asked guide about antlers, horns, hooves, and various tendons sold as treats for dogs. Student had explored and chose treats for several of the family pets including a 3 foot long beef tendon for each family dog. Younger dog was given their 3 foot long tendon treat.

- Guide had set up a 37 gallon aquarium and allowed it to begin to cycle. Guide purchased fish for the aquarium after waiting the appropriate timeframe. Students observed the x-large, black telescope goldfish guide acclimated to tank.
- Students' dad reviewed ways to paint a large wall with a paint roller and brush. Students all assisted in painting the gaming room walls. Ladder safety was also reviewed and discussed.
- Group discussed same day outdoor temperature to determine apparel for day. First youngest student and guide traveled to local Agway for student's first time to explore, purchase pet treats and pick up pre-ordered items. Then guide and students' dad traveled to local pet store specializing in aquariums and freshwater/tropical fish for one XL fancy goldfish. Lastly, guide and oldest student traveled to horse boarding barn to connect and care for their horses. Guide and oldest student documented the horses interacting in the outdoor arena without leads on.
- Group members viewed the book their dad bought (i.e., *Computer Engineering For Babies*).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed options for holiday dinner and treats including the bakery Batter and Dough's Joy To The World cookie box containing 73 cookies with recipes from 16 different countries such as Greece's Baklava, South Africa's Hertzoggies, Japan's Black Sesame Cookies, and the Ukraine's Sochniki amongst others.
- Student continued to use maps and other resources to navigate local roads to travel for the first time to a local Agway.

## **CIVICS**

- Group discussed Congress voting against rail workers ability to receive 7 paid days off a year and their freedom to strike for better working conditions. According to the so.informed Instagram account this occurred at the direction of President Biden.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including ladder safety.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion of self-care.
- 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., trip to Agway store, painting).

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's existing playlists, new music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**ART**

- Student created art with painted shapes/designs on gaming room wall before painting over these to create a smooth wall surface.

**ENRICHMENT**

- Students continued Countdown Calendars.

**12-5-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; Countdown Calendar and inscribed holiday story).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., calendar, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; recorded music; singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, music, money, online currency unique to each PC or Ipad game/app, addition/subtraction, multiplication/division; computer science and design with job shadowing their dad; height of Christmas tree and length of light strands).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculated online currencies that would result from specific dollar amounts; 2.99 dollars is equivalent to 1000 Robucks; height of Christmas tree and length of light strands).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendar) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to shadow their dad while middle student and guide were at middle student's cello lesson. Student was able to observe their dad in meetings with coworkers and while designing specific webpages. Student could ask questions for clarification and use various

tech available in their dad's home office.

- Student and their dad worked together to place the necessary number of light strands needed for the height of the family's Christmas tree. Student first chose to photograph the bare tree. Student and dad then decorated the tree with lights as well as set up the tree light app with color choices, pattern(s), and timers for the light strands.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's known playlists, unknown music accompanying online videos/games).
- After a second check in about live music options, middle student again stated they would like to attend their cello instructor's upcoming live performance. Guide researched and purchased family tickets to attend middle student's cello instructor's holiday concert, Cello Fury's Holiday Concert, on Friday, December 16<sup>th</sup> at 7:30 p.m.
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created art using photography.

## **ENRICHMENT**

- Middle student suggested family participate in a Secret Santa activity. Guide and middle student brainstormed options. Student later reiterated idea of Secret Santa concept with other students. In student's version an individual would have the opportunity to choose 2 random names from container (replacing if own) and use a 5 item list to purchase a holiday gift for their 2 family members as their Secret Santa. Group members agreed to create a list of 5 potential gift selections and give them to guide.
- Guide discussed option of miniature golf activity (i.e., Fun For All's Walk Thru Light Display/Mini Golf activity to take place daily from November 25<sup>th</sup> thru January 1<sup>st</sup>, 6-9 p.m.). Students each expressed an interest in participating.
- Students continued Countdown Calendars.

**12-6-22**

## **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 reading selection; PC and Ipad apps/games; other online content, gingerbread house instructions, orzo pasta instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division; cooking pasta and eggs; build gingerbread house).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to build a gingerbread house).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., ginger bread house, cooking) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., making pasta, scrambled eggs) and other practical situations (i.e., ginger bread house).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group conducted online research during multiple activities during this day. Group researched what gelatin is made of while oldest student made their own gummy candy. Group also researched what made a house a chalet while building ginger bread houses.



- Student chose to make orzo pasta with guide's assistance for an earlier meal. Student also chose to make a scrambled egg for an evening meal with siblings. Student walked guide through how to make scrambled eggs.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group conducted online research to determine what makes a house a chalet. The research results discussed a Swiss chalet commonly found in the Alpine region of Europe.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, particularly with the use of a cooktop.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, Google Home holiday playlists, music accompanying online videos/games).

## **ART**

- Student created art with their ginger bread house, icing, sprinkles and candy.
- Student chose to use photography to capture images of the family's holiday tree.

## **ENRICHMENT**

- Students continued Countdown Calendars.
- Group continued holiday decorating including with gingerbread houses to create a gingerbread town.
- Oldest student created their own gummy candy and shared it with the family.

**12-7-22**

## **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 reading selection; PC and Ipad apps/games; other online content, “Wednesday” tv program).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing, watching “Wednesday” tv show and discussing with guide).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, percentages, large numbers, computer science, money, online currency unique to each game/app, addition/subtraction, multiplication/division, TV ratings, episode lengths, seasons).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., Countdown Calendar, timeframe required to watch 2 episodes of tv show).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendar) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student and guide viewed Netflix’s “Wednesday” tv program at student’s request. Student described online research they had conducted into the tv show including appropriateness for their age, themes in show, and reviews. Guide and student discussed tv ratings in general and specific to this show (i.e., PG 13); what student saw in the first 2 episodes; what is TV CGI and makeup/prosthetics versus injured actors or real life; reboots of different tv programs; the show’s story plot and themes in episodes watched (i.e., 1 & 2). Student described their

experience of watching the show (i.e., pros and cons) and requested to continue watching with guide at next available time. Student invited middle student to watch as well and they declined.

- Student showed guide their online avatar they created in “Wednesday” tv show main character’s likeness.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Guide and student discussed what TV CGI and makeup/prosthetics are versus injured actors or real life. Student asked if humans could survive injuries shown on tv show and guide discussed human anatomy, injuries, and healing.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student’s playlists, music accompanying online videos/games as well as “Wednesday” tv show).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student created an online avatar to closely resemble the Wednesday character.

### **ENRICHMENT**

- Students continued Countdown Calendars.

**12-8-22**

## **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 reading selection; PC and Ipad apps/games; other online content, online articles guide shared; product descriptions and signs at Agway and Giant Eagle).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; interactions with Agway and Giant Eagle staff and patrons).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, ounces/pounds, Countdown Calendar, Countdown Blocks, money, online currency unique to each game/app, addition/subtraction, multiplication/division, speed, distance, temperature, dimensions of new car vs old car).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., family pet treats for upcoming holiday within budget and equal in number).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendar and Blocks) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., size of dog treats; dimensions of new car vs old).

## **SCIENCE**

- Group discussed the family's 2<sup>nd</sup> youngest cat, Rose's, recent grooming that required a total body shave. Group discussed what the groomer had said about cat skin in general (i.e., like paper) and the difficulty in shaving cats. Group noticed Rose could be most often found in front of the fireplace, in someone's lap or on top of a heater vent. Group discussed outdoor temperature and options to increase cat's comfort.

- Group discussed the 190 year old Seychelles tortoise, Jonathan, who resides on the remote island of St. Helena in the South Atlantic. According to The Dodo's online article, Jonathan was brought to St. Helena in 1880 and is now known as the "oldest known animal in the world." Jonathan was born before the invention of the telephone or cars.
- Oldest student stated they had viewed an online video about holiday traditions that included people drinking egg nog. Group conducted online research to discover what the ingredients were for egg nog. Guide described cartons of egg nog available during holiday time in the grocery store. Student wasn't sure if they would rather make their own or purchase a carton to try. Younger students offered their thoughts on trying egg nog.
- Student and guide discussed student's desire to learn more about online editing process of videos. Student and guide discussed asking oldest student to share some of their experiences with student.
- Student requested to travel to local Agway to search for and purchase holiday gifts for the family pets. Student offered their thoughts on riding in the new family car versus the old one (i.e., dimensions, comfort, speed, shock absorbers, temperature). Guide and student talked during the drive covering many topics (i.e., holiday gifts, waiting for an online order, cats, communication). Student requested a second stop at a local Giant Eagle grocery store.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed the Ukraine and Russia.
- Group discussed 190 year old Seychelles tortoise, Jonathan, on the remote island of St. Helena in the South Atlantic (i.e., based on The Dodo online article).
- Student continued to use maps and other resources to navigate local roads to travel to local Agway and Giant Eagle grocery store.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed online news article naming the Ukraine's president, Volodymyr Zelensky, as Time's 2022 Person of the Year.
- Group discussed 190 year old Seychelles tortoise, Jonathan, who resides on the remote island of St. Helena in the South Atlantic. According to The Dodo's online article, Jonathan was brought to St. Helena in 1880 and is now known as the "oldest known animal in the world." Jonathan was born before the invention of the telephone or cars.

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government. Group continued to discuss the Ukraine and Russian war; the U.S. federal government's response; and Volodymyr Zelensky's role as president of the Ukraine.

## **HEALTH & PHYSIOLOGY**

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

- 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., trips to Agway and Giant Eagle).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, Apple playlists in car travel, music played in stores, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ENRICHMENT**

- Students continued Countdown Calendars.
- Younger students set up countdown blocks of number of sleeps until the 25<sup>th</sup>. Youngest student offered to turn the numbered blocks to continue countdown of # of sleeps until 25<sup>th</sup>. Middle student requested to turn the blocks this week.
- Guide discussed option of attending Parkour class same day from 12-2 or 2-4 p.m. Oldest student and youngest student reported they weren't interested in traveling to the Parkour gym which was a 50-60 minute drive. Middle student reported no interest in Parkour anymore.

**12-9-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, angles, levels, points, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue with Countdown Calendar and Countdown Blocks).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendar) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student conducted online research into gift ideas, Secret Santa options, and bedroom décor.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 (i.e., student's playlists, shared playlists, music accompanying online games/videos).

## **ART**

- Student attempted to create their own laser gun similar to middle students with household items.

## **ENRICHMENT**

- Students continued Countdown Calendars.



**12-10-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., using handwritten notes on artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, ukulele, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., student estimated length of cockatiel's flying feathers and noted distance they could fly).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., caring for cockatiel, drawing) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., cockatiel feathers and flying distance).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students chose to engage in animal care with youngest student's cockatiel.
- Students also chose to experiment with the musical instruments present in family home (i.e.,

ukuleles, piano, guitars, cello, violin).

### **HEALTH & PHYSIOLOGY**

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

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, shared playlists, music accompanying online games/videos).
- Students chose to play with the musical instruments present in family home (i.e., ukuleles, piano, guitars, cello, violin).

### **ART**

- Student created drawings with markers, scissors and paper.

### **ENRICHMENT**

- Students continued Countdown Calendars.

**12-11-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, points, levels, coordinates, music, money, online currency unique to each game/app, addition/subtraction, multiplication/division; desk assembly and gaming room measurements).
- Student continued to use problem solving mathematics skills in daily life applications. Students worked together to assemble and place the desks purchased for the gaming room.
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendars) as well as age appropriate math related media (i.e., PC and Ipad apps/games; levels, power tools and step by step instructions).
- Student continued to use measurement in practical situations (i.e., to assemble and place gaming room desks).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students worked together to unpackage, assemble and place gaming room desks in the new gaming room. Students waited for final items on order for the new gaming room including

drapery, sound proofing tiles for wall, and bean bags.

- Guide and oldest student traveled to horse boarding barn to care for and groom horses. Guide and oldest student check their horse's hooves while cleaning and picking them. Guide noticed a piece of missing hoof and a crack in their horse's left front hoof. Guide and oldest student problem-solved options and guide took a picture of hoof to send to the farrier for advisement. Guide shared concerns with other students.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around nutrition, movement, sleep and self-care.
- 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., unpackaging, carrying and assembling gaming room desks).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ENRICHMENT**

- Students continued Countdown Calendars and Countdown Blocks.
- Students continued to work together with their dad to assemble new gaming room.

**12-12-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., notes for cello lesson, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., with marker on whiteboard) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, perspective, shading, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue to draw a human eye, Countdown Calendar and Blocks).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendar and Blocks) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to shadow their dad while guide and other students were at appointments/lessons. Student was able to observe, ask questions and interact with their dad as well as some of his coworkers. Student continued to learn about computer science and design.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 how muscles grow in the human body.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student created hand drawn art with white board and markers both in dad's home office and on the family's whiteboard calendar. Student observed differences in their drawings of "an eye" over the last several months. Student described researching eye drawings online.

### **ENRICHMENT**

- Students continued Countdown Calendar and Countdown Blocks.

**12-13-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student and guide conducted online research when student asked for a definition of a “siren” and “what do sirens do?”. Read results together.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten notes on artwork; artwork where person’s name was the part of the drawing; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes on artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, perspective, points, levels, large numbers, size of sketchbook, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create drawings centered in their 4 X 6” sketchbook, Countdown Calendar and Blocks).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., drawing, Countdown Calendar & Blocks) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., centering drawings in 4 X 6” sketchbook).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student demonstrated how to draw a human eye with markers and a sketchbook. Student described finding reference images online as well as how they have observed their drawings improved over time.
- Student also demonstrated how to create family members' names out of animals using ELLA as their first example. Student asked for several animals guide likes and showed how to create guide's name as well. Student reported they would give oldest student their name in artwork and permitted guide to photograph the drawing.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around nutrition, movement, sleep and self-care.
- 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 (i.e., student's playlists, music accompanying online games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student created drawings of family members' names using animals to spell out the individual names. Student used colorful pens and their sketchbook.
- Student also demonstrated how to draw the human eye with a pen and sketchbook.

### **ENRICHMENT**

- Students continued to participate in Countdown Calendars and Blocks.



**12-14-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household, texts, music).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages; Fahrenheit and Celsius; money, online currency unique to each game/app, addition/subtraction, multiplication/division, computer science and video editing).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., online research to determine best temperature fit for a fancy goldfish).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., video creating and editing) as well as age appropriate math related media (i.e., PC and Ipad apps/games, Procreate app).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group conducted online research to answer the question “what temperature is a fancy goldfish most comfortable living at?” Group found out it is “68 to 74” degrees for fancy goldfish. The results also mentioned a preferred pH of 7.0 to 8.4. With these results guide researched tank heaters online and purchased one for their tank and one for middle student’s tank. Guide also purchased pH and ammonia level hanging tag that suction to the inside of the tank below the water line and offer an ongoing reading on these levels (i.e., color changes

on a middle circle indicates need to address water chemistry concerns).

- Group researched current and upcoming weather forecast for their area. Group found that same day and immediate future's outdoor temperature would require family's younger, short haired dog to wear one of his new jackets when going out. Group found it fit perfectly.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed the location of the National Aviary in their community (i.e., in town).

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed known jobs where an individual apprentices or interns with a more experienced individual(s) already in the position the apprentice would like one day (i.e., tattoo artist, social worker, medical positions, etc.). Group discussed historically in jobs where this was the case (i.e., farrier, brick layer, most trades people, etc.). Students recalled some of the information shared at Meadow Croft Village including talk of the importance of a blacksmith who created metal tools, horse shoes, pots and other items with his apprentices.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around nutrition, movement, sleep and self-care.
- 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 (i.e., student's playlists, music accompanying online games/videos).

## **ART**

- Younger students chose to create a "video meme" of youngest student's facial expressions and activities at their iPad. Together they filmed and edited a video before sending the final product to guide.

## **ENRICHMENT**

- Students continued Countdown Calendar and Blocks.

**12-16-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content; Cello Fury performance booklet).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, distance, mph, GPS, money, online currency unique to each game/app, addition/subtraction, multiplication/division, music, length of performance).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., determining time to get ready, time/distance to get to performance location, time waited in the car).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendar) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Middle student chose to experiment with a live musical performance with their cello instructor and 2 other band mates who make up the band, Cello Fury. Middle student, guide and oldest student were in the audience for the performance. Youngest student and their dad chose to remain in the car. Group was able to interact with cello instructor during

intermission and purchase Cello Fury merchandise.

- Group discussed guide's horse's left front hoof which broke at what had been a significant crack. Guide took a photograph of this area, showed it to students when asked, and forwarded it to the farrier for feedback on what to do next. Farrier stated they would be out to the boarding barn in the next week and would evaluate it then. Guide did not have to wrap or accommodate hoof in any way as horse was not lame or limping.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed the areas driven through on the way to the live performance by Cello Fury. Group discussed the Nationality Rooms in the University of Pittsburgh's Cathedral of Learning and their holiday tour.
- Student continued to use maps and other resources to navigate local roads to travel to a Cello Fury live performance.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group briefly discussed the establishment of the University of Pittsburgh in 1787, the size of its campus in past and currently, as well as the option to tour the 31 Nationality Rooms held within the Cathedral of Learning building.
- Students were exposed to both modern and historic cello pieces as well as U.S. born and international composers of these pieces.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlist, holiday music streamed in car on way to performance, music accompanying online games/videos, Cello Fury music in the car on return trip).

## **ART**

- Student chose to create digital drawings on the Procreate app while waiting for other students and guide to return to vehicle.

## **ENRICHMENT**

- Students continued their Countdown Calendars and Blocks.
- Students attended a live musical performance to view Cello Fury, a 3 member band including middle student's cello instructor, with musical guests. Youngest student chose to travel with group and students' dad to live performance location then remain in the car with their dad for performance.

**12-17-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., note to group members) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, Fahrenheit, Celsius, measuring, fractions, patterns, power tools, torque, money, online currency unique to each game/app, addition/subtraction, multiplication/division, Countdown Calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue Countdown Calendar; to read nondigital aquarium thermometer).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Countdown Calendar, aquarium thermometer) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., candy making) and other practical situations (i.e., nondigital aquarium thermometer).

## **SCIENCE**

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

Student and youngest student worked together to melt sugar and ingredients to create shaped candies.

### **SAFETY EDUCATION**

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

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion on options for calming nervousness.
- 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 (i.e., student's playlists, music accompanying online games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student and oldest student attempted to melt sugar and create their own shaped candies.
- Student used a pen and paper to write a note to group members signing it from their stuffed animal, Kissy Missy.

### **ENRICHMENT**

- Students continued Countdown Calendar and Blocks.

**12-18-22**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division, levels, adhesive, PC and computer science).
- Student continued to use problem solving mathematics skills in daily life applications. Students assisted their dad in placing soundproofing tiles on gaming room wall that adjoins master bedroom. Students continued pattern their dad began and maintained levelness of tiles. Students and their dad worked on PC, speakers, keyboard and charger set up for the gaming room.
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., gaming room set up, cookie making) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., making chocolate chip cookies from scratch) and other practical situations (i.e., soundproofing gaming room, setting up computer hardware).

## **SCIENCE**

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



Students continued to assist their dad in setting up gaming room with soundproof tiles, PC, speakers, charging stations and furniture.

### **SAFETY EDUCATION**

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

### **HEALTH & PHYSIOLOGY**

- Student continued 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., gaming room set up).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists).

**12-19-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content, written material in International Yum subscription box).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes to group members, handwritten cards, handwritten notes on artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, calendar, fractions, percentages, patterns, addition/subtraction, money, online currencies, multiplication/division, computer science and design).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, calculating return times for other students, calculating American dollar amounts and equivalent Robucks currency).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Yum subscription box) as well as age appropriate math related media (i.e., Ipad and PC games/apps).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students received and opened their International Yum subscription box with holiday treats/snacks from around the world. Students experimented with the treats and snacks as they read the written materials descriptions. Students divided the foods evenly for each student.

- Student chose to shadow their dad while guide and other students were at same day appointment/lesson. Student continued to learn about computer science and design.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Students discussed the international locations represented in their monthly Yum subscription box.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group discussed a Michael Tonge quote describing the care an individual could take with what they expose themselves to, what they read, what they watch, self-talk, and who they share their energy with. Group discussed the similarities in this quote with what they had been discussing all year.
- 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 (i.e., student's playlists, music accompanying online games/videos).

## **ENRICHMENT**

- Students continued Countdown Calendar and Blocks.

**12-20-22**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music; interactions with ice skating rink staff, patrons, and snack booth staff).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten note inside oldest student's birthday card) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, temperature, fractions, percentages, patterns, figures, measuring, money, online currencies, addition/subtraction, multiplication/division, ages, distance, mph, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, calculating indoor skating rink hours and amount of time to skate).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of own online checking and savings accounts, ongoing ledger of money earned, continued saving towards horse expenses).
- Student continued to use mathematical concepts in free play (i.e., ice skating, horseback riding) as well as age appropriate math related media (i.e., Ipad and PC games/apps; Procreate app).
- Student continued to use measurement in practical situations (i.e., to figure out current skating shoe size; to correctly place and tighten horse tack).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student chose their birthday activity to be indoor ice skating. Students measured their feet to estimate current ice skate size. Students compared the indoor skating rink's temperature, the lobby temperature, and the current outdoor temperature. Students and guide experimented with their skating skills from holding onto the wall to fast skating from one end

to the other of the rink. Students and guide discovered their skills continue to improve and noticed each of their speeds on skates as well as the number of times each person fell.

- Oldest student also requested to go to the barn and ride their horse with the family. Students took turns riding student's horse after student groomed and tacked up their horse.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed previous trips to the indoor skating rink as well as the other nearby locations guide and students had driven in the rink area (i.e., Montessori school).
- Student used maps and other resources to navigate roads to travel to local indoor ice skating rink and horse boarding barn.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including safety while ice skating and horseback riding.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 students' dad's prior meniscus and ACL injury in October 2019 while ice skating at the same indoor rink. Group discussed the knee, the meniscus, the ACL and the treatment required for tearing both.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., ice skating, horse care, horse grooming, horseback riding).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, ice rink music, music accompanying online games/videos).

## **ART**

- Student created art for oldest student's birthday.

## **ENRICHMENT**

- Students continued Countdown Calendars and Blocks.
- Group celebrated oldest student's 14<sup>th</sup> birthday with trips to an indoor skating rink and the horse boarding barn. Student had received their first horse from guide and student's dad the month prior as their gift. Students all exchanged chosen gifts with each other to celebrate oldest student. During family's traditional birthday interview, oldest student had let guide know what special meal they would like to have, what birthday treat they would want, and what organization they would like to suggest to extended family in lieu of gifts (i.e., 2 options for horse rescue organizations). Guide had followed up and informed extended family of oldest student's choices.

**12/21/22 to 1/1/23**

### **Holiday Break**

Holiday break included Secret Santa; Christmas and assembling or using gifts (i.e., electric bike, slimes, slime kits, cooking options, art supplies, PC for oldest student); international beliefs common to this time of year, current events, maps; exploring a new family fun park including miniature golf under holiday lights; trying new and familiar foods; final arrangements to the gaming room and oldest student's bedroom; an outing at Skyzone trampoline park with extended family; and other experiences.

**1-2-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student offered to write out the January family calendar heading for guide.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; interactions with dental office staff as well as Eat N Park staff and patrons).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., writing on placemat while waiting for meals) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, calendar, menu, tax, tipping, fractions, percentages, patterns, addition/subtraction, multiplication/division, money, online currency).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time; food items per meal and costs of meals at restaurant; calendar).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., eating out) as well as age appropriate math related media (i.e., Ipad and PC games/apps).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. At students request, group traveled to local restaurant to have lunch. Group noted the long timeframe from previous restaurant experiences as well as the changes in layout and menu items post-COVID closures (i.e., no more salad bar, widened spaces).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed other times they had eaten at restaurants in the community and while on vacations.
- Guide and students' dad traveled with students for their 6 month dental cleaning and check up. Guide had mixed up the dates (i.e., not 1/2/23 but 2/1/23). As a result everyone was up early and group chose to go to a restaurant at students' request.
- Student used maps and other resources to navigate roads to travel to pediatric dentist office and local eatery.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Guide mistakenly thought today was the students' 6 month cleaning and dental checkup appointment. In actuality it is February 1<sup>st</sup>. Group discussed making mistakes and feelings afterwards.
- 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 (i.e., student's playlists, music played in restaurant, music accompanying online games/videos).

## **ART**

- Student used their Procreate app to create original digital drawings including a drawing of an individual eating a buttered food item. Student shared the drawing with guide via text.



**1-3-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Group traveled to Soergel's Farm and Trax Farm to explore plants and other items for sale. Soergel's Farm was closed to shoppers until mid-January. Group traveled on to Trax Farm. Group interacted with other shoppers and staff.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, percentages, patterns, codes, tempo, money, tax, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate money desired with amount to be earned from jobs at home; compare money earned with online resources desired; change dollars into online currency).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed January edition of The Pollinator delivered via guide's email including "Do Insects Sleep?" and "The Loudest Bug" articles. Students described finding insects that may have been asleep given their observed location and posture (i.e., in a crack or crevice,

snuggled down, antenna pulled in). Group discussed the loudest insect on Earth, or cicada. One specific species of cicada is reportedly able to reach 107 decibels as compared to a “chain saw at 110 decibels.” Group recalled the cicada that was present on their last trip day in the Outer Banks, NC in September 2021. Guide had videoed the cicada’s noise because it was so loud.

- Group explored what indoor plants were available at current time of year at Trax Farms. Oldest student requested to add plants to their bedroom space to increase oxygen levels, possibly increase mood, and add to the overall look. Group discussed low, medium and high light requirements for plants; plant dimensions now and at time of full growth; plant pot size requirements; and watering instructions per the plant’s instruction card. Each group member reporting liking succulents and oldest student stated they would like some taller plants as well. Discussion of growing plants by way of cuttings was discussed and guide’s larger plants were considered as an option.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed their travel to the Outer Banks, NC in September 2021 and 2022.
- Student used maps and other resources to navigate roads to travel to Soergel’s Farm and Trax Farm.

## **HEALTH & PHYSIOLOGY**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student’s playlists, guide’s playlists in car, music playing in stores, music accompanying online games/videos).
- Student continued to have opportunity to pursue their own musical interests when ready.

## **1-4-23**

### **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 reading selection; PC and Ipad apps/games; other online content; written materials at same day orthodontist consultation for services).
- Group interacted with orthodontist practice staff to discuss dental hygiene; satisfaction with bite and smile; previous history with dentists and orthodontists; family history and health history. Group members received both digital x-rays of their teeth and jaw as well as hands on evaluations of their teeth, hygiene and current bite from the orthodontist. The orthodontist then offered options for each group member. Younger students would be placed on an 8 month visit rotation until they each lost their primary teeth. Oldest student, who chose to participate in the consultation after arriving, could begin braces or Invisalign treatment immediately.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music).

### **WRITING**

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

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., when viewing own digital images of teeth, jaw and airway; when viewing 3D models of human teeth and skull with several different types of braces on).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use measurement in practical situations (i.e., teeth and jaw measurements at orthodontist).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group attended a same day appointment to participate in an orthodontist consultation with a new orthodontist practice. During the consultation, students and guide discussed students' dental hygiene; their satisfaction with their current bite and smile; previous history with dentists and orthodontists; family history and students' health history. Group members received both digital x-rays of their teeth and jaw as well as hands on evaluations of their teeth, hygiene and current bite from the orthodontist. The orthodontist then offered options for each group member. Younger students would be placed on an 8 month visit rotation until they each lost their primary teeth. Oldest student, who chose to participate in the consultation after arriving, could begin braces or Invisalign treatment immediately. Oldest student chose to begin Invisalign and appointment was set to begin.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled for the first time to a new orthodontist practice recommended by students' current pediatric dentist. Group told stories about locations along the way and near new practice.
- Student continued to use maps and other resources to navigate local roads to travel to KSG orthodontics.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 members were shown 3D models of human teeth and a human skeleton as visual aids in explaining braces, teeth, bites, over or underbites, and color (i.e., any color of the rainbow rubber bands) as well as material choices (i.e., metal, white composite) for brackets.
- Students were shown their digital images of their teeth, unerupted teeth, tongue, jaw, and airway as well as the accompanying measurements.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student playlists, guide's playlists in car travel, music played at orthodontist, music accompanying online games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**1-5-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Group received their individual subscription trial boxes from Zenpop. Oldest student had chosen anime items from Japan. Middle student received a surprise Ramon box with a variety of flavors from Japan. Youngest student received a surprise stuffed animal box with characters from Japanese anime series.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, calendar, fractions, percentages, perspective, money, online currencies for each game, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, to calculate when the Neanderthals walked the Earth).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., with Zenpop subscription box items, digital drawing) as well as age appropriate math related media (i.e., Ipad and PC games/apps; Procreate app).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students received trial subscription boxes from Zenpop with items from Japan (i.e., anime

themed, stuffed animal themed, Ramon themed).

- Group discussed an online ABC News article, “Once in a generation comet visits Earth in 2023 for 1<sup>st</sup> time since Neanderthals.” The comet reportedly will become visible in mid to late January and into February 2023. The article described how the comet may become visible to the naked eye as it gets closer to the Earth and skies offer the right conditions (i.e., darkness). If not viewed the comet will not return for tens of thousands of years. Group discussed being able to view the comet and wondering what the Neanderthals thought if they were able to see it also.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Students and guide discussed Japan, Japanese culture, Tokyo (i.e., capital and most populated city), as well as students desire to learn the Japanese language and to visit Japan.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group discussed migraines, guide’s experiences with, individuals in extended family who experience these, common reasons, and treatment options. Guide described past treatments and current options. Students discussed headaches they have each experienced and observable symptoms they noticed.
- 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 (i.e., student’s playlists, music accompanying online games/videos).

## **ART**

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

**1-6-23**

## **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 reading selection; PC and Ipad apps/games; Pokémon cards, battling materials, Home Away From Homeschool Rec Center materials).
- Group traveled to Home Away From Home School Rec Center so that younger students could try out Pokémon Club for 2023 and oldest student could participate in a new program, Teen Meet Up for ages 12+.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music; interactions with other students and adults at Pokémon Club and HAFHS Rec Center).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, powers, evolution levels for Pokémon characters, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, mph, GPS, perspective, animation on iPad).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to read and compare Pokémon characters; size, capabilities, powers, scaling, percentages; battle those characters, and evolve them).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Pokémon cards, drawing, video) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students experimented with first Pokémon Club meeting in 2023. Students explored

new area set up for club, new members who participated, and overall changes in materials and layout of HAFHS Rec Center. Youngest student observed the other participants playing Pokémon and trading cards several times then informed guide they would like to purchase their own cards but were uncertain they wanted to participate. Middle student stated they enjoyed participating until the other members had to leave. Oldest student reportedly met another student who enjoyed sketching and did so throughout the Teen Meet Up.

- Group discussed guide's same day dermatologist appointment to follow up on a former site of squamous cancer cell removal with a MOHS procedure. Group discussed the MOHS procedure; squamous, basal and melanoma cell skin cancer types; and guide's dermatologist's findings (i.e., no regrowth of former squamous cell skin cancer). Group discussed sunscreen and scientific findings read in various online articles.
- Group discussed guide's current aquarium and guide's plan to add 2 more fancy goldfish with 1 every 2 weeks dependent on the tested water chemistry. Four fancy goldfish would reach the tank's capacity based on gallon size and fish size. Younger students requested to come with guide the next time guide traveled to the fish store. Younger students requested to purchase a fish each to replenish an empty family aquarium. Fish store travel planned for next day.

## **GEOGRAPHY**

- Student continued to use maps and other resources to navigate local roads to travel to Home Away From Homeschool Rec Center.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group discussed guide's same day dermatologist appointment to follow up on a former site of squamous cancer cell removal with a MOHS procedure. Group discussed the MOHS procedure; squamous, basal and melanoma cell skin cancer types; and guide's dermatologist's findings (i.e., no regrowth of former squamous cell skin cancer). Group discussed sunscreen and scientific findings read in various online articles.
- 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. Youngest student and oldest student chose to exercise with guide.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music played at HAFHS Rec Center, music accompanying online videos/games).

## **ART**

- Student used markers to draw original images on paper. Student also created a digital character and their first online video with said character.



**1-7-23**

## **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 reading selection; PC and Ipad apps/games; other online content; Wet Pets Fish Store materials, products, prices, fish).
- Younger students and guide traveled to Wet Pets Fish Store. Group interacted with the aquarium store staff while getting water samples tested, exploring the fish area, choosing 2 goldfish, and completing payment for the fish as well as supplies.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, inches, gallons, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, mph, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to estimate gallon size of current aquarium, to compare other aquarium sizes at fish store, to estimate size of fish, to calculate # of fish per aquarium based on 1-2 inches per gallon, to calculate cost of fish).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., aquarium sizes, fish size, number of fish appropriate for tank) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., tank height and width, gallons per tank size, fish sizes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Younger students and guide traveled to Wet Pets Fish Store. Group brought water samples from both the students' aquarium set up and guide's current aquarium. Group observed as samples were tested for ammonium, nitrites, nitrates, and pH. Staff suggested guide continued to allow their aquarium to cycle before any additional fish were added. Students were given the go ahead to add fish to their aquarium. Students chose 2 Pearlscale Fancy Goldfishes for their tank. Upon return home the goldfish bag was placed open in the aquarium to acclimate the fish to the water temperature. The frozen fresh bottled bacteria was also placed in the tank to thaw. Every 5 minutes a dixie cup of the tank water was added to the fishes' travel bag to acclimate them to the tank water. This acclimation continued for 30 minutes before the fish were netted out of the bag and placed into the aquarium. The thawed bottled bacteria was shaken and poured into the aquarium to assist the tank in maintaining its current chemistry levels. Stresszyme was added to the water to add to any lost slime covering from the fish during transport/netting. Younger students observed their fish in the new aquarium throughout the afternoon and evening. Names were given to both fish.

## **GEOGRAPHY**

- Student continued to use maps and other resources to navigate roads to travel to a local pet store, Wet Pets Fish Store.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around nutrition, movement, sleep and self-care.
- 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 (i.e., student's playlists, guide's playlists in car, music accompanying online videos/games).

## **ENRICHMENT**

- Student's dad had installed canister lighting in the students' gaming room over the recent holiday break with students assistance. Student's dad continued into master bedroom installing canister lighting in the ceiling there as well and replacing the ceiling fan with another fan sans light. Students observed their dad's work, assisted when able, and offered input as the work was completed. Students reported enjoying the brighter light option and new ceiling fan in the gaming room as well as the ability to dim the lights.

**1-8-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, levels, codes, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Guide informed oldest and middle student of Kathy's Music Studio Practice Challenge to begin Monday, January 9<sup>th</sup> and continue through Tuesday, January 31<sup>st</sup>. Instructions for the Challenge included a commitment to practice 15 times in those 25 days. Completion of this goal would result in a choice of prizes at the end. Students reported they would think about their interest in participating.
- Students also stated they were interested in continuing to experiment with both Pokémon Club and Teen Meet Up to take place this Friday, January 12<sup>th</sup>. Youngest student stated they would like to purchase additional Pokémon cards. Group discussed job options for students to earn additional funds for card purchases at the Treehouse Card Club store.
- Group discussed online photographs depicting educational images group had not seen before such as what an igloo looks like with a fire going inside and how the layers melt and

refreeze; what the Grand Canyon looks like when lit only by lightning; what unmelted snow looks like in a river in Finland; what it looks like when a cat touches a plasma ball with its paw; what it looks like when the mist around a waterfall freezes; a frozen bubble blown in 15 degrees Fahrenheit; what a pumpkin grown in a plastic mold of a human face looks like; what happens when lightening hits beach sand; what an unpicked artichoke looks like as a flower; what it looks like when it snows in the Sahara Desert; and what happens when you park in front of a fire hydrant and a fire breaks out.

- Group also discussed the Pennsylvania Farm Show currently running from January 7<sup>th</sup> through the 14<sup>th</sup> at the Farm Show Complex in Harrisburg, PA. Group was surprised to learn there are counties in PA that grow 60% of all mushrooms grown in the world (i.e., Berks and Chester Counties) per Farm Show trivia posted on their social media page. Also, there is a PA Potato Growers Association that sold their millionth baked potato at the 1952 PA Farmers Show. Guide shared the many options for learning about farming, animal husbandry, planting, and other areas at the farm show. Their online presence described being able to see calves born at the PA Farm Show, meet baby goats, one couple's inspiration to start a llama farm after attending, the fresh foods available for sale and to eat, as well as the seeds and seedlings available for purchase. Group would like to attend a future show.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. With online images and social media pages, group was able to see the Grand Canyon, Finland, the Sahara Desert and Harrisburg, PA.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the PA Farm Show history. Pennsylvania's founder, William Penn, began gatherings of farmers in the mid-1600's. The first official statewide gathering of the PA Farm Show was in 1917.

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government. Group discussed the governor's visit and interactions with the Pennsylvania Farm Show along with local PA officials in the governor's office working to fund the original, and subsequent renovations, of the PA Farm Show Complex and Expo Center located in the state's capital, Harrisburg.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussed fire prevention, fire safety equipment (i.e., smoke detectors, fire extinguishers, fire blanket), and options for leaving the home if ever there was a house fire (i.e., first floor escape route, fire safety ladder on second floor). Same day delivery of hand extinguishers to increase ease of use for students. Hand extinguishers were placed in easy to reach, fire safety equipment area in 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.

- Continued ongoing discussion of nutrition, movement, sleep and self-care. Guide described same day Restorative Yoga practice they will be attending. Group was able to offer options that also provided stress relief, rest, and recuperation.
- 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. Today was deemed a rest day for group.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests through cello practice and individual lessons. Student will consider whether or not they would like to participate in a Practice Challenge through their music studio during the days of January 9<sup>th</sup>-31<sup>st</sup>.

**1-9-23**

## **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 reading selection; PC and Ipad apps/games; other online content, website content while job shadowing).
- Student shadowed their dad at his home office while guide and other students traveled to music studio. Student continued to learn about computer science and visual design while shadowing their dad in their work and work meetings.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten notes for cello lesson; ongoing reading of online content; group & individual discussions; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing; interactions with their dad and dad's coworkers during job shadowing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, calendar, fractions, percentages, perspective, computer science, visual design with computers, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed the online research guide had conducted into learning opportunities including exhibits at Phipps Conservatory, local circus schools and an online learning options with hundreds of classes known as OutSchool.com.
- Student shadowed their dad at his home office while guide and other students traveled to music studio. Student continued to learn about computer science and visual design while shadowing their dad in their work and work meetings.

## **HEALTH & PHYSIOLOGY**

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

alcohol and drugs, and the advantages of good nutrition and other health practices.

- Continued ongoing discussion around sleep, nutrition, movement and self-care.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, student's dad's playlists; music accompanying online games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ENRICHMENT**

- Guide continued to conduct online searches for learning experiences for students. Guide discussed Phipps Conservatory's upcoming events including the Orchid and Bonsai Show which celebrates the rich history of these two botanical treasures; Festive Nights of Winter Lights exhibit which extends the Holiday Magic! light stroll into Friday and Saturday nights in January; and Lisa Meek's BiblioBotany exhibit of sculptures revolving around the theme of protecting land, water, and the animals that rely on both to survive.
- Guide found several OutSchool online classes including Horses: Equine Science Advanced Vet Anatomy and Biology; Jump In: A Japanese Club For Beginners; Prosocial Skills For Teens; Anime 101: Anime and Manga Drawing for Beginners; and Survival Skills and More with a Marine.
- Guide also found additional local circus schools with available class dates including silks, circus class, teen silks, the German wheel, as well as youth, teen, and adult bungee fitness classes. Younger students reported they are no longer interested in such classes. Oldest student and guide remain interested. Guide registered student and self for Bungee Fitness Class with open slots on February 19<sup>th</sup> at 2 p.m.

**1-11-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing, listening to middle student perform on cello).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, patterns, tempo, rhythm, percentages, portion, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, painting, color saturation).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., painting) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student explored arts and crafts supplies in home. Student found a box of paints, paint pallets, and paint tools. Student chose to mix various paint colors to experiment with color. Student observed what additional colors they created then painted original images on paper.

## **HEALTH & PHYSIOLOGY**

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



alcohol and drugs, and the advantages of good nutrition and other health practices.

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

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to attend or perform in live performances. Student was able to listen to middle student perform while practicing.
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student created art with acrylic paints, paper, and paper bowls. Student chose to mix paints in bowls to observe what colors could be created.

**1-12-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division, magnets, hour glass timer, Russian dolls, Shapes Puzzle, kinetic sand).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, calendar, Neanderthals timing, meteors, magnets, hour glass timer, Russian dolls, Shapes Puzzles).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., magnets, hour glass timer, Russian dolls, Shapes Puzzle, kinetic sand) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed additional online news articles on the meteor that had not been viewed since Neanderthals walked the Earth. Articles explained how the meteor would not be visible to the naked eye as of yet and when individuals in Southwestern Pennsylvania would be most likely to catch a glimpse of it.

- Group continued to discuss oldest student's upcoming Job Shadowing Program with the National Aviary scheduled to begin this Saturday, January 14<sup>th</sup>, and run for 4 weeks. Discussed age restrictions placed on program and briefly summarized what program entails. Oldest student and guide realized student would need brown khaki pants and a shirt like those described in additional instructions guide received. Oldest student prepared appropriate outfit.
- Group discussed current events gathered from online articles. Group discussed Yellowstone National Park in Idaho, Montana, and Wyoming as well as its underground super volcano. middle student described the proposed impact of a volcanic eruption from this volcano. Group discussed the locations of the U.S., Canada, and Mexico as well as ways these areas may be effected by a volcanic eruption of that magnitude. Group also found online research that expanded to describe the predicted global impact with such an eruption.
- Student and guide began to go through learning items guide has stored in one place. Student asked to play with and create shapes with kinetic sand. Student also explored Zackman Scientific Putty each with its own magnet and colored putty. Student also unpackaged 3 Sensory Glitter Storm tubes, hourglass timers, and Russian doll set in shapes of woodland creatures. Student also explored Highlights Which Way USA set featuring Connecticut and Nevada. Student was able to view maps, images, and state identifiers for each state.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed Yellowstone National Park and its primary location of Wyoming as well as the states its 2.2 million acres stretch into, Idaho and Montana. The locations of Canada, the U.S., and Mexico were also discussed.
- Group also discussed the meteor not viewed since Neanderthal time and its visibility in Southwestern Pennsylvania.
- Student individually explored a previous subscription Highlights Which Way USA set featuring the states Connecticut and Nevada.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the time of Neanderthals as well as the formation of the super volcano under Yellowstone National 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 discussed examples of road rage students' have observed as well as those reported on in current news articles. Group discussed emotional regulation and the significance of learning tools for appropriate expression of strong emotions.
- 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 (i.e., student's playlists, music accompanying online videos/games).

## **ENRICHMENT**

- Students and guide discussed Teen Meet Up and Pokémon Club scheduled for next day. Oldest student stated they would like to attend the Teen Meet Up and middle child wanted to attend the Pokémon Club. Youngest student planned to shadow their dad at his home office while the rest of the group was at HAFHS Rec Center.
- Student enjoyed exploring unused learning materials guide had collected and stored at home for future learning. Student found kinetic sand, magnets, Sensory Glitter Storm tubes, colored oil and water hour glass timers, geography subscription envelope, Shapes Puzzles, and a Russian doll set in woodland creatures shapes.

**1-13-23**

## **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 reading selection; PC and Ipad apps/games; other online content, horse boarding barn signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; interactions with guide, oldest student, aunt, and other horse boarders at horse boarding barn).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, pitch, patterns, percentages, large numbers, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating when group needed to leave home to travel to boarding barn for 4 p.m. meet up with aunt).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., observing horses at horse boarding barn) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., comparing the size of different horses, student's height, others heights).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Youngest student, oldest student and guide traveled to horse boarding barn to meet students' aunt who had not yet met oldest student's horse. Group checked the outdoor temperature on guide's weather app prior to leaving and dressed accordingly. Oldest student and guide were

able to exercise their horses in the indoor arena while introducing aunt to student's horse. Group observed the wildlife present around the ranch (i.e., turkeys, geese, mice).

### **GEOGRAPHY**

- Student continued to use maps and other resources to navigate local roads to travel to the horse boarding barn.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).

### **ENRICHMENT**

- Student accompanied guide and oldest student to their horse boarding barn to meet up with students' aunt. Oldest student had invited their aunt to meet student's horse. Students and guide were able to groom, exercise and feed both horses while at the barn.

**1-14-23**

## **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 reading selection; PC and Ipad apps/games; other online content; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, tempo, shapes, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to research beautiful foods, measure out ingredients, create chocolate shell cup, and add other ingredients).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., creating food experiments) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to create chocolate cup in dixie size).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student began their 4 week Job Shadowing Program at the National Aviary. This week they were paired individually with Aviary staff who train and guide several different birds in a daily performance for Aviary guests. A second group was paired with Aviary kitchen staff who are in charge of preparing and feeding the inhabitants of the Aviary. Oldest student was

informed their partner would begin the program next week. The groups would rotate job shadowing experiences (i.e., next week student would work with kitchen staff). Oldest student learned they would also have an opportunity to shadow the veterinary staff at the Aviary and with bird trainers/educators who would also offer a behind the scenes tour of the whole Aviary. Guide had the opportunity to transport student to the Job Shadowing Program and walked through the Aviary while waiting for student to complete their first day. Student and guide shared their experiences with the rest of the group upon returning home. Younger students requested to join guide when they next transported oldest student to the program.

- Student chose to research online videos of YouTubers making beautiful food creations. Student chose ingredients with their own beautiful food idea. Student melted chocolate and chose a dixie cup to carefully pour the hot melted chocolate in. student was able to create a chocolate cup to place the remaining ingredients in (i.e., vanilla ice cream, caramel sauce, whipped cream). Student made several variations with ingredients they believed other family members would like.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion on nutrition, movement, sleep and self-care.
- 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 (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student created art through food.

### **ENRICHMENT**

- Oldest student began their 4 week Job Shadowing Program at the National Aviary. This week oldest student was paired with Aviary staff who train and guide several different birds in a daily performance for Aviary guests. The program will involve 3 more weeks in which participants will rotate through shadowing those who make and feed the Aviary inhabitants; the veterinary staff at the Aviary; and the trainers and educators who work both behind and in front of the Aviary scenes. Oldest student reported they were excited to continue the program. Younger students stated they would like to participate as well. Group discussed the age limitations placed on the program by the Aviary.



**1-16-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content, CBT 123 card game).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, statistics, patterns, percentages, tempo, rhythm, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to follow the steps to play the CBT 123 card game; to calculate speed and distance of run on treadmill).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., treadmill run, card game) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., distance ran on treadmill).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student requested to play CBT 123 card game with guide while other students were at their music lessons with their dad. The card game utilized Cognitive Behavioral Techniques when the participant is able to flip over cards numbered 1, 2, and 3. Participants are able to discuss feelings, expression of feelings, and learn tools to help with and understand both.

- Student chose to experiment with orange juice. Student noted there was not any orange juice in a bottle so they opted to find an orange juice squeezer and see how much they could fill it with the oranges in the house. Student reported being surprised by how many oranges it took to squeeze the amount of juice they ended with (i.e., all the oranges).
- Younger students experimented with increasing their daily movement by running on the treadmill. Students offered their observations of their physical and overall wellbeing afterwards. Middle student stated they would like to try to run a mile or two on the treadmill each day as they noticed it improved their mood.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed Martin Luther King Jr. Day.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed how Martin Luther King Jr. Day is often commemorated with acts of service in the community.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Student chose to make fresh squeezed orange juice.
- Discussed endorphins released when exercising, the impact of endorphins on the human body, and the significance of movement. Guide described articles they had read on the impact of exercise on anxiety and depression.
- 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 (i.e., student's playlists, music accompanying online videos/games).

**1-17-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content, Undertail).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, puzzles, angles, money, online currency unique to each game/app, addition/subtraction, multiplication/division, Undertail puzzles).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to read and understand distance ran at \_\_\_ speed; to comprehend how to successfully advance levels and complete puzzles on Undertail).
- Student continued to use mathematical concepts in free play (i.e., slime, Undertail game, treadmill) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of upcoming learning opportunities including a Viking: Warriors of the North Sea Exhibit coming to the Carnegie Science Center in February.
- Group discussed same day death of students' Great-Aunt Chris from several strokes and failing health. Group discussed what a stroke is, the impact they can have especially as a human ages, common treatments, and Chris's health experience. Group discussed death; students' thoughts and feelings around; and arrangements Chris's family had made upon her death. Each group member will consider whether or not they will attend Chris's viewing and/or funeral.
- Student explored Mexico through a pre-recorded fitness program on the family treadmill. The run showed animals common to the running location, plant life, geology, and landmarks. The running host also discusses culture, history, language and current events for the area.

- Student requested to observe oldest student playing an online game, Undertail. Student observed the story line of the game, the characters as well as ways to advance levels and solve puzzles.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student participated in a treadmill running series filmed in Mexico. Throughout the workout the host, Tommy Rivs, discusses Mexican landmarks, animals, plants, history, culture, language, and current events.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Student participated in an educational fitness treadmill program based in Mexico. The running host, Tommy Rivs, discusses some of the history of the specific area he is in as well as general history for Mexico.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 strokes, the potential impact on the human body, and treatment options.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).

## **ART**

- Student created shapes and a figure with red Butter Cloud slime.

**1-18-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, percentages, patterns, codes, money, online currency unique to each game/app, addition/subtraction/multiplication/division, statistics, codes).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., practiced percentages).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., VR experiences) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued to observe students' dad's progress on electrical work and installing canned lights in several rooms in the family home.

## **HEALTH & PHYSIOLOGY**

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

- Continued ongoing discussions on movement, nutrition, sleep and self-care. Student pointed out their increased movement with VR experiences especially Gorilla Tag.
- 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., VR experiences).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists, music accompanying online videos/games, VR experiences particularly music experiences).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ENRICHMENT**

- Group discussed proposed after death rituals that Great Aunt Chris's family chose to participate in (i.e., next day viewings, Friday funeral and lunch). Students discussed their feelings around death, viewing dead bodies, death rituals, embalming, cremation, and other options for the human body following death. Group decided students would prefer to remain at home while guide and students' dad attended the afternoon viewing the next day.

**1-19-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing, interactions with fellow participants in VR experiences).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, tempo, percentages, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to play VR experiences).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., VR experiences) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students experimented with their virtual reality headsets and experience options. Youngest student offered to cast their experiences from their VR headset to their iPad for guide so that guide could view what student is playing on their VR headset. Student successfully did so and guide was able to see student play Beat Saber and Gorilla Tag. Student walked guide through Beat Saber providing a step by step narration and engaging guide into play (i.e., guide was asked to pick the song used from student's extensive recorded

music library; guide was asked to choose the colors and speed or tempo used in the game). Student then demonstrated how to hold their hand sets, how to angle the “sabers,” and how to note the patterns and tempo so as to hit as many targets as possible. The game progresses in speed as the song plays and can be put in beginning, intermediate and expert mode. Middle student added commentary and clarification at times during casting.

- Student also demonstrated Gorilla Tag showing guide how it is a social experience as well as a physical and computer science experience. Student interacted with other participants, researched who was currently in the same location as them, sought out codes to visit other worlds, entered in a code in the computers present in a central room in the VR world, modified their gorilla avatar, and worked with a team to play tag while watching out for specific NPC, or nonplayer character, avatars. Student stated sometimes the NPC avatars will be accompanied by a specific sound or song and others will have a unique signature that participants have to figure out. Younger students described experiencing and viewing bullying in this experience and options they had used when confronted with bullying of themselves or others. Students agreed they believe in standing up for others. Younger students described situations in which they stood up for each other and times they chose to give each other space to work it out independently.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Younger students described learning about world geography when discussions emerged on Gorilla Tag about various players’ accents. Other participants offered where they were from including Great Britain.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 discussion around death and death rituals.
- 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., VR experiences such as Gorilla Tag).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student playlists, music accompanying online games/videos, VR experiences particularly musical experiences).

## **ENRICHMENT**

- Group discussed guide’s experiences at students’ Great Aunt Chris’s same day viewing.



**1-20-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, codes, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate number of hours guide was out of home).
- Group found and discussed an image explaining the difference between a million and a billion online (i.e., a million seconds is about 11 days, a billion is about 31.5 years, a trillion is about 31,709 years).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed same day bodywork and massage appointments for guide and student's horses. Guide and oldest student described what it was like to be there for this outdoor activity in the unheated barn; what types of techniques the person used; red light therapy and the ways it is supposed to help the horses; and homework the bodywork/massage person gave both guide and oldest student.
- Group discussed time of year, current weather conditions, and weather app's 10 day forecast.

Group discussed frost bite, wind burn and the potential dangers of remaining in freezing temperatures. Also discussed cryogenics, Polar Bear Club, and the use of cold plunges by athletes.

### **HEALTH & PHYSIOLOGY**

- Student continued 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 frost bite, wind burn and the potential dangers of remaining in freezing temperatures. Also discussed cryogenics, Polar Bear Club, and the use of cold plunges by athletes.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Middle student performed live for guide and youngest student while practicing their cello.
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ENRICHMENT**

- Group discussed same day funeral for students' Great Aunt. Students were able to vocalize their feelings around attending and critically think through reasons for not going. Group agreed to honor commitments during funeral time and send a meal to Aunt's family.

**1-21-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, color, gradient, color wheel, pitch, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., day, month, year; time; calendar).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student participated in their 2<sup>nd</sup> weekend of the National Aviary Job Shadowing Program. This week their dad transported them to the Aviary. Student described guide and student's experience the previous week with limited parking options and late arrival time. Student and their dad discussed the commute, parking, and departure time in order to arrive early. Oldest student and the other two teen participants swapped job shadowing experiences this week (i.e., other group shadowing trainers and Bird Show staff; student shadowed nutritionist who was in charge of preparing, measuring out, and feeding Aviary inhabitants. Oldest student described their time at the Aviary for guide and younger students when they arrived home. Student described the foods they prepared (i.e., chopping vegetables and fruits)

and the nutritionist prepared (i.e., mice, protein sources). Student discussed the process of readying dead mice for the carnivores (i.e., removing organs from the mice, sometimes cutting into pieces). Student told the rest of the group how the nutritionist knows each creature's preferences (i.e., some prefer mice organ meat, some avocados, or others berry/nuts) as well as the amount and portions each creature receives. With the mated barn owl pair, for example, the female is receiving additional protein, or mice, as she is nesting and working on hatching an egg. Younger students and guide asked questions for additional learning or clarification. Younger students requested to come with oldest student and guide the next week to explore the Aviary while oldest student does their Job Shadowing. Oldest student stated they were fine with the younger students coming though they would not be able to interact with them and guide while working. Group discussed oldest student's preferred boundaries while job shadowing (i.e., it's ok to wave hello, not ok to run up to or engage in conversation).

- Group discussed online news article stating today's new moon would be the closest to Earth in over 1300 years. Group discussed what this meant and wondered if they would be able to see this new moon.
- Group also discussed online article discussing some of the history of photography. The article showed, for example, the first U.S. president to have his picture taken or John Quincy Adams in 1843. Students were also able to see what is reportedly the first underwater photograph in 1899 by a French biologist that required the subject in the photo to remain still for 30 minutes. Another image students viewed was reportedly the first camera phone image of an infant taken in 1997 in Santa Cruz, CA. Group discussed how two older students had been to that city several times.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Countries or locations of origin were discussed for certain species present at the Aviary such as the Blue Macaw.
- Group discussed geographic locations brought up by viewing historical photographic images (i.e., France, Santa Cruz, CA).

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed various conservation efforts oldest student was learning at the Job Shadowing Program with the National Aviary.

## **HEALTH & PHYSIOLOGY**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student playlists, music accompanying online videos/games).

- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Oldest student continued to participate in the National Aviary Job Shadowing Program for Teens. This week student shadowed an avian nutritionist who described the scope of their work as well as all things nutrition for the creatures at the Aviary. The student was then able to assist in preparing the fruits and vegetables used for meals as well as shadow as the nutritionist thawed and prepared carnivores meat source (i.e., mice). Student shared their experiences with guide and younger students after arriving home. Next week student will participate in either veterinary services or trainers/avian behaviorists who work both behind the scenes and outside of the enclosures offering education opportunities offered throughout the day. Younger students will accompany guide and oldest student to the Aviary to explore while oldest student is job shadowing.

**1-23-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, colors, counting, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to play board games and create various slimes).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., self-created experiments with various forms of matter) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., make own slimes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to experiment with make your own slimes kit, older slimes, activator, Borax, slime add ins (i.e., sprinkles, sequins, color dye, charms) and their own add ins (i.e., kinetic sand, water). Student then created shapes with the slimes.
- Student sent guide a text with a selfie of their lost tooth. Discussed primary teeth, permanent

teeth as well as the orthodontist's prediction that student would lose several teeth in next 6 months or so. Student and guide recalled digital images taken at the orthodontist and how student's permanent teeth could be seen pushing up from below. Student examined their primary tooth and wondered when their next tooth with a crown on it would fall out. Discussed how that tooth may have an easier time falling out now as it isn't being held in place by its neighbor tooth.

- Student conducted online research while guide observed them doing so. Student demonstrated how they have been researching Furrries, the Furry community, and Furry Conventions. Student described their thoughts behind their queries (i.e., What goes on at a Furry Convention? Can kids attend these? Do you have to wear a Furry suit to get in? What are misconceptions people have about the Furry community? How much does a suit cost? How long does it take to make?). Student and guide looked up the Pittsburgh Furry Convention or Anthrocon which will be held this year from June 29<sup>th</sup> to July 2<sup>nd</sup>. Student and guide discussed involvement in this year's convention from attending and watching the annual parade to going and participating. Student will consider all options and let guide know their thoughts.
- Younger students and guide chose to experiment with board games while oldest student was at martial arts class with students' dad. Student suggested a chess or checker board that held multiple separate games within it. Students and guide chose to play Checkers. Younger students stated they would like to see if their skills improved from a previous time. Several rounds of checkers were played. Strategy, checker guidelines, and tips were discussed. Group then played Pick Up Sticks game for several rounds. Next youngest student got out slime kit and old slimes to experiment with those. Middle student chose to conduct online research on their iPad.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide discussed locations of Furry Conventions in the United States.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Student informed guide that in the past those outside the Furry community have had misconceptions about Furrries and not thought highly of 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 and guide continued to discuss human primary and permanent teeth.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student stated they will continue to grow due to their age and they had heard individuals do not buy Furry suits until they are 18 and have completed growing.

## **MUSIC**

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

student's playlists, music accompanying online videos/games).

- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student chose to create characters from slimes. Student created a purple dragon with kinetic sand and slime mixture.



**1-24-23**

## **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 reading selection; PC and Ipad apps/games; other online content, Procreate app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., notes on artwork; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes on artwork) and on the computer (i.e., messaging, chats, online searches and research, texts to guide).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, patterns, pitch, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to draw proportioned and sized characters in their Procreate app; to use the color wheel, gradients, and saturation in Procreate along with the layers function, drawing effects, background colors, and image importing function).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., drawing) as well as age appropriate math related media (i.e., PC and Ipad apps/games, Procreate app).
- Student continued to use measurement in practical situations (i.e., digital drawings with correct perspective and size).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to experiment with their Procreate app drawing a character, "Red," the main antagonist from the Roblox game Rainbow Friends. Student then experimented with placing this character in different scenes.

## **GEOGRAPHY**

- Student used maps and other resources to navigate roads to local mall and craft store.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group continued to discuss feelings, nervousness, calming strategies, and self-care. Each student described a time they challenged themselves to face their feelings directly.
- 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., a lot of walking to explore mall and craft store).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, guide's playlists, music played in stores, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created original digital drawings with their Procreate app.

## **ENRICHMENT**

- Middle student requested to go to a store to purchase new tennis shoes given a recent growth spurt. The other students asked to go as well and also look at shoes. Group agreed to donate other unused shoes. Group traveled to local mall and looked at several stores before students each found a new pair of tennis shoes. Middle student stated they'd like to return in the spring to look at sandals. While middle student and guide visited one last shoe store, oldest and youngest student went to the pretzel shop to purchase pretzels and lemonade for all 3 students. Oldest student challenged themselves to interact with the pretzel shop employee independently and succeeded. Youngest student assisted in carrying the orders to a table. Middle student and guide found, tried on and purchased a new pair of shoes for student before rejoining the rest of the group. Oldest student described the pretzel employee's kindness when student came up short with cash. Oldest student was able to vocalize their thoughts and feelings around this experience. Group made an additional quick stop at the local craft store before returning home.

**1-25-23**

## **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 reading selection; PC and Ipad apps/games; other online content, Procreate app).
- Student spent their morning giving guide a tutorial on digital drawing, using the Procreate app and its functions, and student's current favorite characters from online games.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, perspective, layers of a digital drawing, color wheel, color gradient, color saturation, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to use the Procreate app and create original digital drawings).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., digital drawings) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., sizing for digital drawings).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student spent their morning giving guide a tutorial on digital drawing and using the Procreate app with its many functions. Student responded to questions with further demo's and

explanations of their experiences.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student used their Procreate app, its functions, and their own finger to create original digital drawings.

**1-28-23**

## **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 reading selection; PC and Ipad apps/games; other online content, National Aviary materials, signs, descriptions, menu, etc.).
- Younger students spent afternoon with guide at the National Aviary in town while oldest student participated in their 3<sup>rd</sup> Job Shadowing week. Younger students interacted with Aviary staff, volunteers and patrons. Students listened to educational talks during their time as well.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes to group members, handwritten cards, handwritten notes on artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, height, wing spans, size, weight, direction, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, speed, GPS, parking signs/parking pay machine).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to order items from Aviary menu, to shop at the gift shop within a budget, to comprehend wing spans for larger birds, to compare heights of different types of penguins).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Students chose to order from the Aviary menu at their small eatery and pay at the register. Students also explored the gift shop and considered many different souvenirs within a set price range.
- Student continued to use mathematical concepts in free play (i.e., time at the Aviary) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

- Student continued to use measurement in practical situations (i.e., current height vs the Emperor Penguin; past student heights and the hallway of penguin heights).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students and guide spent the day at the National Aviary in Pittsburgh. Oldest student returned for their 3<sup>rd</sup> week of a Teen Job Shadowing Program where they had the opportunity to shadow ornithologists who train and care for the Aviary inhabitants as well as tour the inner workings of the Aviary. While oldest student was at their shadowing program, younger students and guide explored the Aviary on their own. Younger students chose to start their tour with time on a virtual flying machine. Students were offered the choice of several video options and chose the tetradactyl flying experience which was changed to New York City Eagle flying experience when the disk would not load as well as an Insects in a Flowery Meadow flying experience. Younger students and guide then chose to go a circular route to explore the Aviary viewing and reading about Penguins, the Rainforest section (i.e., sloth, macaws, many colorful species), the Canary Hall (i.e., Canaries, bats, Burrowing Owls, etc.), the Grasslands (i.e., finches and small birds), the Sea Scape (i.e., flamingos, cranes, various other species), and the Hall with a Sea Eagle, Barn Owls, Toucans, and many different types of penguin cut outs that offer a visual of the penguin type's height, color/feathering, and whether the particular type is plentiful, in danger of extinction, or extinct. Younger students found various interactive activities throughout the Aviary such as a coin donation box where the coins circle the funnel until they fall into the hole in the center; a penny pressing machine where for 51 cents you will receive a pressed penny with one of three Aviary symbols on it; and a floor mat with various games rotating on it. Group rejoined oldest student and purchased them some food before heading home.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group reminisced about prior visits to the Aviary.
- Student continued to use maps and other resources to navigate roads to travel to the National Aviary.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Students viewed signs and documentation throughout the Aviary as well as listened to Aviary staff that offered historical information about general avian species in the world, specific creatures at the Aviary, and local Pittsburgh or Aviary history.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Students read and discussed the many conservation suggestions found throughout the National Aviary. Group had previously discussed the Aviary's Adopt a Bird program where individuals can make a donation to theoretically "adopt" an inhabitant of the Aviary then visit and receive a photograph of the chosen creature.

- Student continued to gain a basic understanding of local, state, and federal government. Group asked how the Aviary is funded especially with a name like National Aviary. Continued to research how the Aviary is funded (i.e., grants, donations, fundraisers, scientific expeditions to increase awareness of Aviary staff and their work, 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.
- Continued to discuss nutrition, movement, sleep and self-care.
- 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., explored the entire Aviary multiple times).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student used provided crayons to color in various animal shapes then place them under an iPad to be projected as a 3D character onto the nearby television screen.

## **ENRICHMENT**

- Group discussed students' cousin's 10<sup>th</sup> birthday party to take place at an outdoor skating rink same day. Students' aunt texted to let group know the party would need to be rescheduled due to illness. The party will now be held Saturday, February 4<sup>th</sup>. Students agreed they would like to attend and were fine waiting until everyone was home (i.e., Job Shadowing Program overlap) to travel to the ice skating rink.
- For oldest student's 4<sup>th</sup> and final week of the Teen Job Shadowing Program they will have the opportunity to shadow the avian veterinarian and hospital staff set up to proactively care for all the Aviary's inhabitants as well as nurture and heal inhabitants who need the medical assistance. Group discussed how it will be students' dad's turn to go with oldest student. Younger students and guide will remain at home and get ready for students' cousin's ice skating birthday party.

**1-29-23**

## **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 reading selection; PC and Ipad apps/games; other online content; signs, written documentation, and recipes at Flour Power Family Cooking Class).
- Family traveled to their first Family Cooking Class at Flour Power. Family interacted with other families, instructors, and the owner of the cooking school. Students used pencils to write their names on their calzone parchment paper so that instructor would know who to return it to.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten name at cooking class; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten name at cooking class) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, fractions, measuring, percentages, perspective, angles, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, calculating schedule given appointments; measuring out ingredients for cooking class recipes).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking) as well as age appropriate math related media (i.e., Ipad and PC games/apps).
- Student continued to use measurement in cooking (i.e., Family Cooking Class recipes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation,



observation, museum visits, group discussions, group experiences, classes and reading. Family traveled to a cooking school, Flour Power, to participate for the first time in a Family Cooking Class. Family met and interacted with the owner of the establishment while checking in and finding their class location. Family entered area that was modeled after a home kitchen with 4 or 5 metal work tables for families to gather and prepare recipes; a very large island at the front of the room; a refrigerator with ingredients; an oven, cooktop and microwave as well as cupboards and drawers filled with a multitude of cooking tools. Family read through the provided recipes for calzones, chocolate chip cannoli, and Italian soda. The primary instructor introduced themselves and their 2 assistant teachers for the evening then outlined what would take place during the class. Families followed the recipes measuring and mixing the ingredients; sautéing fresh ingredients when necessary; and kneading and shaping dough before stuffing. The instructor collected the completed calzones to cook while the families worked together to make chocolate chip cannoli for dessert. Each person was then given multiple choices for beverages and beverage creations. Each person made some variation of Italian soda with youngest student and guide choosing to create as close to authentic as possible. The teaching assistant offered additional information about foods in Italy and the beverages being created this evening. Once all food and beverage items were complete, families were able to sit together and eat what they had made (i.e., individual calzones, a chocolate chip cannoli, and an Italian soda).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Told stories of previous activities possibly in the same area (i.e., a live performance family attended, a performance oldest student participated in). Students' dad believed those experiences were not in the area family currently found themselves in.
- Student used maps and other resources to navigate local roads to travel for the first time to Flour Power North of the city of Pittsburgh.

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government. Group discussed the Ukraine, the conflict between the Ukraine and Russia, Russia's leader Vladimir Putin, and former president Trump's reported association with Putin.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group reviewed fire safety while working with an electric skillet, cooktop, and oven at the cooking school.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion on nutrition, movement, sleep and self-care. Group discussed the impact of these pieces on mood.
- 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 (i.e., student's playlists, music at cooking school, music accompanying online videos/games).

## **ENRICHMENT**

- Students gave the Family Cooking Class high ratings on a scale they created and requested to return soon for another class. Guide will review other Family Class options and follow up with students.
- Oldest student chose to cut their candy sour strips into little rectangles. Student pointed out the rectangles closely resemble the Ukrainian flag. Group discussed support for the Ukraine, Russia's current leader, and former president Trump's reported association with Putin.

**1-30-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student chose to shadow their dad in his home office while rest of group headed to the local music studio for lessons.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, calendar, fractions, angles, percentages, pattern, large numbers, computer science and visual design, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, calendar, calculating when other students and guide would be home).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed scientific theories discussed on Weird History social media that have changed since guide was in public school. For example, the arrival of humans into North America by way of the Bering Land Bridge. According to Weird History, archeology now knows that humans had already been in the area an estimated 20,000 years.
- Oldest student created candied apples for family to try.

## **GEOGRAPHY**

- Group discussed scientific theories discussed on Weird History social media that have

changed since guide was in public school. For example, the arrival of humans into North America by way of the Bering Land Bridge. According to Weird History, archeology now knows that humans had already been in the area an estimated 20,000 years.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed scientific theories discussed on Weird History social media that have changed since guide was in public school. For example, the arrival of humans into North America by way of the Bering Land Bridge. According to Weird History, archeology now knows that humans had already been in the area an estimated 20,000 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.
- 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 (i.e., student's playlists, dad's playlist, music accompanying online videos/games).

## **ENRICHMENT**

- Guide followed up with students about Family Cooking Class options that included a February 12<sup>th</sup> Family Cooking Class with a heart theme (i.e., individual heart shaped pizzas, make your own ice cream, and a heart craft). Family requested to participate and guide registered family for the class.

**2-1-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten code lists, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes on doodles) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, temperature, fractions, percentages, patterns, perspective, color measuring, percentages, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, calculating schedule given appointments, distance to pediatric dentist; to understand measurements of teeth and jaw).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., VR) as well as age appropriate math related media (i.e., Ipad and PC games/apps).
- Student continued to use measurement in practical situations (i.e., current bite).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to current pediatric dentist for students' 6 month cleaning and checkup. Group discussed a common human worry is the dentist and some tools people use to decrease worry. Students were each assigned a dental hygienist who worked with them to clean and x-ray teeth if needed. Afterwards, the pediatric dentist working checked students' teeth, asked

questions, offered clarification, and set an action plan if needed. Guide updated the dentist on students' orthodontic consult last month (i.e., oldest student to begin Invisalign March 1<sup>st</sup>; younger students scheduled for follow up orthodontist appointments every 8 months until all primary teeth have fallen out; orthodontist advised ongoing observation of middle student's cavity in a primary tooth and no extraction).

- Group discussed online news article, "Dodo next in line for de-extinction by scientists reviving the mammoth." Group researched further and found that the company projecting these ideas, Colossal Laboratories and Biosciences, is currently collecting funding for such endeavors. Group found that bringing these attempts to fruition would take some time and involve removing cells from an egg of the Dodo's closest living relative, the Nicobar pigeon; altering the cell to have it closer resemble a Dodo-like bird; and reimplanting it into an egg with the hopes it would incubate, hatch and survive. Group discussed other challenges such as where would it live and would it be able to survive in the wild? Group also briefly discussed cloning and how the clone is born not created to be an exact replica that is already the age of the original animal.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed where the Dodo bird lived or Mauritius Island in the Indian Ocean (i.e., to the east of the Island of Madagascar which is east of the continent of Africa).
- Student used maps and other resources to navigate local roads to travel to Miracle Pediatric Dentistry.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed world history and the extinction of dinosaurs and the Dodo bird.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 traveled to current pediatric dentist for a 6 month cleaning and checkup. Group was able to discuss primary and permanent teeth, bite measurements, airway obstructions, tooth decay, dental hygiene and orthodontia with the dental hygienists and pediatric dentist.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued to discuss worry and coping techniques.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlist, music playing at dentist, music accompanying online videos/games).

**2-2-23**

## **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 reading selection; PC and Ipad apps/games; other online content, RC vehicle DIY building kit manual).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., RC Building Kit manual; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, patterns, money, online currency unique to each game/app, addition/subtraction, multiplication/division, computer science and visual design).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine when guide and middle student would arrive home).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received towards monthly subscriptions and other purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use measurement in cooking (i.e., taco ingredients).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed the annual Ground Hog Day tradition of bringing out the current Punxsutawney Phil ground hog to view his shadow or not thus predicting an early spring or a longer winter. Group discussed the ground hogs used in this annual tradition, the myth of the shadow, and the location of the ground hog in Punxsutawney, PA.
- Group experimented with taco ingredients for dinner. Middle student assisted by cutting up and sauteing onions. Students measured out ingredient amounts for either a hard shell or soft tortilla. Positive comments from all students after trying their tacos. Middle student voiced enjoying cooking and other students agreed.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed location of Punxsutawney Phil ground hog in Punxsutawney, PA, which is about a 2 ½ hour drive northeast from Pittsburgh.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the annual Ground Hog Day tradition of bringing out the current Punxsutawney Phil ground hog to view his shadow or not thus predicting an early spring or a longer winter. Group discussed the ground hogs used in this annual tradition, the myth of the shadow, and the location of the ground hog in Punxsutawney, PA.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group discussed cleanliness and kind treatment of the human body is a form of self-care.
- 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 (i.e., student's playlists, music accompanying online videos/games).

## **ENRICHMENT**

- Student continued not to be limited only to the above listed activities; rather throughout the year we will take advantage of whatever opportunities and resources seem appropriate at the time. Guide continued to conduct online research into learning opportunities. Current online descriptions found include: Bridgeville and South Fayette libraries DIY Club with Crochet techniques for February; Children's Entrepreneurship Market where kids can register for a table and sell items or attend/shop that will be coming to Washington, PA on March 18th; a play, Failure: A Love Story, will be performed by South Hills Performing Arts February 17-19<sup>th</sup>; Valentine's themed art party at Fox In A Box home school meet up on February 13<sup>th</sup>; Teen Career and Continuing Education opportunities at Love First Co-op; and Carnegie Science Center Vikings Exhibit beginning February 11<sup>th</sup>.
- Group discussed Valentine's Party at Home Away From Homeschool Rec Center. Oldest student stated they did not want to participate; middle student was uncertain and would consider it; and youngest student stated they would like to participate. Guide will follow up with middle student next day and register participant(s).



**2-3-23**

## **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 reading selection; PC and Ipad apps/games; other online content; items, prices, descriptions, aisle markers at craft store).
- Student and guide traveled to local craft store and interacted with staff and patrons while purchasing necessary supplies for handmade birthday gift for cousin, slimes for self and siblings, and V-day decorations for box and cards.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., list of supplies) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, temperature for melting chocolate, fractions, Fahrenheit/Celsius, inches, gift bag size, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to estimate supplies needed to create decorated V-day box, V-day cards, treats for cards, jars of handmade slimes, and jar of handmade gummy bear chocolates).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slimes, meltable chocolates and molds) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., meltable colored chocolates and molds) and other practical situations (i.e., cardboard box for V-day; ribbon for box; slime to fill jars).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to participate in Valentine's Party at HAFHS Rec Center on February 13<sup>th</sup>. Student brainstormed ideas for a Valentine box and handmade Valentines. Student considered sketching out a line drawing of the box but instead chose to brainstorm aloud with guide. Student described supplies needed and a list was created. Traveled to craft store for supplies. Student gathered V-day supplies, explored Easter items, and requested to also purchase slimes. Student decided to create gifts for their cousin's 10<sup>th</sup> birthday tomorrow. Student chose jars, meltable chocolates, gummy bear molds, slime supplies, a gift bag and bows.
- Upon returning home, student experimented with colored, meltable chocolates and gummy bear molds. Student melted the chocolates, filled the molds, and placed in fridge to harden. While waiting, student decorated 3 small jars to fill 2 with handmade slimes and 1 with chocolate bears. Student began creating handmade slimes with ingredients, color dyes, glitter and add ins. They filled the decorated jars and placed them in the gift bag. Once chocolates had hardened, student popped them from the molds and placed them inside the last jar which was then placed in the gift bag. Student showed their creations to family and placed the gift bag in a location they would not forget it the next day. Student also chose a cardboard box from the recycle bin, cut an envelope hole in it and began decorating it for Valentine's Day Party. Student stated they would follow up with guide re: their actual Valentine's cards. Guide ordered treats to tape to the cards (i.e., fidgets and pop its per student's request).
- Guide followed up with group about same day vet well check appointments and bloodwork for 3 of the 4 family cats (i.e., Rose, Oliver, Aurora).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student recalled other travel times to surrounding stores in same area (i.e., Halloween store, grocery store).
- Student continued to use maps and other resources to navigate roads to travel to local craft store.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued discussion around nutrition, movement, sleep and self-care. Student chose to bring a divided portable dish with healthy food items to eat in the car. Discussed emotional states when hungry or tired.
- 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., exploring craft store, active play).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student brainstormed ideas for a Valentine box and Valentines. Student and guide traveled to a local craft store to purchase supplies. Student created their cardboard V-day box and decorated it after returning home.
- Student chose to purchase slimes at the craft store and experimented with them at home.
- Student also made handmade slimes, decorated jars, and handmade chocolate bears for student's cousin's birthday tomorrow.

## **ENRICHMENT**

- Guide followed up on Valentine's Party at Home Away From Homeschool Rec Center. Oldest student restated they did not want to participate; middle student considered it and chose not to participate; and youngest student restated they would like to participate. Guide registered youngest student and signed up to bring a fruit tray. Youngest student and guide traveled to local craft store to purchase needed items to decorate a box and create valentines.

**2-4-23**

## **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 reading selection; PC and Ipad apps/games; other online content, South Park skating rink signs/documentation).
- Family traveled to South Park outdoor skating rink for students' cousin's birthday. Interactions with extended family, ice rink staff, and other skaters.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten note to cousin for birthday; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten note to cousin) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, patterns, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create their own slimes, to determine current ice skate size).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., ice skating, slime) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to measure out slime ingredients, to determine current ice skate size).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. After oldest student completed final week of Job Shadowing Program at National Aviary, family

traveled to outdoor ice skating rink for students' cousin's 10<sup>th</sup> birthday party. Group determined attire based on afternoon weather predictions on weather app. Group noted melting ice and the uneven surface of the partially melted ice rink. Students determined current ice skating size and attempted to skate on rink. Students noticed they were able to increase their speed and balancing abilities as time progressed at the rink. Birthday cousin requested one more lap then to leave and continue their party at their home. During final lap guide fell when crossing over a melted, bumpy portion of rink and injured their right forearm. Guide, students' dad and oldest student per their request chose to travel to a medical facility while younger students requested to continue on to the party at cousin's house. Travel arrangements were made and guide, students' dad and oldest student traveled to several medical facilities before guide received treatment. Guide was diagnosed with a right wrist fracture and referred to an orthopedic surgeon for follow up. Family returned home with guide in splint.

- Student described the rest of the party for guide including how excited their cousin was to receive homemade slimes and chocolate bears from student. Group discussed guide's wrist, options for assisting in the next few days, and follow up treatment.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group recalled both other times in the area of South Park ice rink as well as other travel to other rinks.
- Student continued to use maps and other resources to navigate roads to travel to South Park outdoor ice rink and cousin's house.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussed the impact of nutrition, movement, sleep and self-care when an injury is introduced.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed anatomy of the human wrist; the ulna and radial bones; a distal radius fracture; different types of wrist fractures; and the most common types of fractures in humans.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games, music played at ice rink).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created art with slime.

## **2-6-23 to 2-11-23**

Group discussed options for continued learning while guide was navigating their fractured distal radius in their right wrist. Students were offered their dad as a substitute for the week. Students conferred and each requested to cancel their scheduled activities. Students offered to do various activities to assist guide including take the dog out, feed the dog, bring guide food/beverages, make their own meals, and keep each other busy while guide rested. Guide was able to set up a follow up appointment with the referred orthopedic surgeon on Monday, February 6<sup>th</sup>. Surgery to place a metal plate and screws as well as relieve pressure to the carpal nerve in the right wrist was scheduled for Wednesday, February 8<sup>th</sup>. Guide would not be able to drive, lift over a pound, or use their right wrist until their follow up appointment with the orthopedic surgeon on February 20<sup>th</sup>. Group discussed wrist fractures, other fracture locations, guide's experience, and human anatomy.

**2-12-23**

## **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 reading selection; PC and Ipad apps/games; other online content; recipes, written documentation, signs at Flour Power Cooking School).
- Family traveled to Flour Power Cooking School for the Family Cooking: Cooking With Love class. Students interacted with instructors, the school's owner, other families, each other, guide and their dad. Students followed along with written and/or verbal instruction.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten name for class; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing; interactions at cooking school).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten names in cooking class) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, cooking, shapes, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to measure necessary amount of ingredients to make heart shaped pizza from scratch and homemade ice cream).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slime, baking) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., heart shaped pizza, ice cream).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Family traveled to second Family Cooking Class at Flour Power Cooking School. Today's theme was Cooking With Love with heart shaped, handmade pizzas and homemade ice cream. The class had families work within their group as well as with the other families at times to create the meal. Participants enjoyed their cooked items at the end of class. The class also ended with a Valentine craft where participants traced their hand and created a unique Valentine card with whatever words/decorations they would like. Family was able to participate with students' dad as their transport and guide taking photos.

- Group continued to discuss human anatomy, wrist bones and ligaments, and guide's experience to date. Group vocalized that they did not mind not attending appointments while guide was recovering and were choosing to use the time as a rest time or time to deep dive into topics of interest.

## **GEOGRAPHY**

- Student continued to use maps and other resources to navigate local roads to travel to Flour Power Cooking School.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of 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 discussion around the significance of rest when recovering from an injury.
- 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 (i.e., student's playlist, music accompanying online video/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created a Valentine craft at the end of cooking class with construction paper, scissors, a pencil and glue stick.

## **ENRICHMENT**

- Guide contacted Home Away From Homeschool Rec Center to let them know that they had a fractured wrist and could not drive. Students and guide did not have transportation to get to the next day Valentine's Day party. Guide apologized and canceled their registration.



**2-14-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content, Valentine's cards).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten notes in Valentine's cards to family, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes in Valentine's cards) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, percentages, patterns, tempo, codes, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed Valentine's Day, common Valentine's Day customs, changes in this year for family celebrations due to guide not being able to drive or cook, and what students had enjoyed in past Valentine's.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued to discuss guide's fractured wrist. Guide's follow up with the orthopedic surgeon is scheduled for Monday, February 20<sup>th</sup>. Students expressed hope guide will have driving limitations lifted at that time.

- 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., VR active experiences).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games, VR music experiences).

### **ENRICHMENT**

- Guide continued to cancel or reschedule students' ongoing appointments. Students' dad was able to offer to take students to classes/lessons outside of their work day. Oldest student chose to reengage with martial arts class and violin lessons this week. Students' dad took 2 of the family cats (i.e., Rose and Oliver) to a long scheduled cardiology appointment for follow up for Rose and a new patient consultation for Oliver. Rose remained on a follow up schedule and Oliver was prescribed blood pressure medication and asked to return in 9-12 months. Group discussed the appointment, the treatment options, and the continued care of senior rescue cats.
- Guide had previously began ordering small Valentine's gifts for students (i.e., flying fidget spinner) prior to their February 4<sup>th</sup> wrist fracture. Guide had planned to travel to several locations to complete Valentine's prep but were unable to do so. Students and students' dad were presented with small gifts and cards from guide. Oldest student chose to charge and try out their flying fidget demonstrating the angled hand motion required to fly the fidget.

## **2-15-23 to 2-18-23**

Oldest student continued with martial arts classes on 2-13 and 2-15 as well as violin lessons on 2-18. Students' dad traveled with oldest student to these scheduled classes and lesson. Middle student continued to request to use this time as a break and to consider whether or not they would chose to continue ongoing classes or lessons in their schedule (i.e., cello, Pokémon Club, HAFHS classes or clubs). Students continued with subscription items including their monthly Universal Yum subscription box, Brazil version, with maps, a descriptive booklet, snacks and treats.

Oldest student and students' dad traveled daily to horse boarding barn to sub in for guide's care and grooming of guide's horse. Oldest student or their dad would take photos of guide's horse and text guide. Oldest student and guide's horses received massages and bodywork on Friday, February 17<sup>th</sup> where the bodywork professional texted the work and results to guide and guide used PayPal as the bodywork professional's preferred online payment option. Group continued to discuss rest and its impact on recovery. Guide described their experiences and the noticeable differences in pain levels when guide chose to limit activity.

Family planned out how to approach a prescheduled Bungee Fitness Class guide had registered themselves and oldest student for on Sunday, February 19<sup>th</sup>. Guide had texted the Pittsburgh Circus Center per their instructions on their website to cancel guide's participation but had received no response. After discussing with students, the plan was set for family to travel to Pittsburgh Circus Center's location for the first time. Guide would request to observe the class while oldest student participated. Younger students and their dad would remain in the car with things to do then would provide transport home.

**2-19-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Students, guide and their dad traveled to Pittsburgh Circus Center for the first time. Guide remained unable to drive due to wrist fracture and recent surgical procedure. Oldest student and guide entered the center. Younger students and dad remained in vehicle. Younger students talked with their dad, engaged with each other, and used items brought with them (i.e., slimes, iPads, fidgets, snacks) during the wait.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., lists, signing artwork, using handwritten notes on artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, temperature, measuring, fractions, percentages, levels, patterns, codes, online currencies, money, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time; calculating schedule given ready time, commute, distance and class arrival request; digital drawing techniques).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received for monthly online subscriptions and other purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., digital drawing) as well as age appropriate math related media (i.e., Ipad and PC games/apps; Procreate app).

## **SCIENCE**

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

Students, guide and their dad traveled to Pittsburgh Circus Center for the first time. Oldest student and guide entered the center. Guide and oldest student explained recent events and guide was invited to observe and photograph oldest student. Per their partner's request, oldest student videoed and photographed their partner during a photography portion of the class. Oldest student was able to engage in various angles, jumps, handstands, dives and movements with their partner during the class. Educational information was shared throughout class around the use of a bungee; the physics behind the bungee; and its impact and uses for the participant during the class. Guide asked oldest student for feedback and scaled ratings on the drive home. Oldest student was able to describe the overall class; their feelings, thoughts and experiences; and provide a rating on a scale of 1 (i.e., worst) to 10 (i.e., best) for the group.

- Younger students remained in family vehicle and interacted with their dad, each other, and the items brought with them for the wait (i.e., slimes, fidgets, iPads, snacks).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed the area they traveled to for the first time.
- Student used maps and other resources to navigate unknown local roads to travel to the Pittsburgh Circus Center.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including safety during a Bungee Fitness Class. Oldest student and guide discussed this with younger students and students' dad during return car ride.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group continued to discuss movement, nutrition, sleep and self-care. Group discussed the significance of finding an activity that is fun and interesting so that movement is also fun. Oldest student described finding that in their same day Bungee Fitness Class.
- 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., VR active experiences).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games, VR music experiences).

## **ART**

- Student drew with the finger in their Procreate app to create original digital drawings. Student used filters, layers, and tools of Procreate to modify drawings into various works of

art.

## **ENRICHMENT**

- Student continued not be limited only to the above listed activities; rather throughout the year we will take advantage of whatever opportunities and resources seem appropriate at the time. Oldest student reported the Bungee Fitness at the Pittsburgh Circus Center was a fun, engaging class where you didn't realize you were even working out. They requested to register for as many Bungee Fitness classes they could be involved in. Guide followed up with online research and let them know it is offered twice in March on weekends. Per student's request, guide registered them for Saturday, March 18<sup>th</sup>, and rescheduled their weekly violin lesson for Monday, March 20<sup>th</sup> that week. Younger students were hopeful guide could travel with oldest student and maybe even participate in the future bungee class. Students' dad offered to go with oldest student if needed.

**2-20-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., younger students worked together to complete more involved, more financially lucrative jobs at family home to be able to reach financial goals for online purchases).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received for monthly online subscriptions and other purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued to discuss human anatomy, surgical procedures, incisions and scarring, and guide's right distal radius fracture.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group discussed guide's same day follow up appointment and x-ray with their orthopedic surgeon. Group discussed guide's proposed treatment plan and new wrist appliance.

- 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 (i.e., student's playlists, music accompanying online videos/games).

## **ENRICHMENT**

- Group discussed guide's same day 12 day post-op follow up appointment with their orthopedic surgeon who specializes in hands, wrists, elbows and shoulders. Guide's wrist fracture was x-rayed and the surgery splint/wrappings removed. The surgeon examined guide's surgical incisions and x-ray images. Guide was shown pre-surgery x-rays and same day x-rays. The current focus of treatment will be flexibility with strength a future goal. Guide was referred to OT with a hand/wrist specialist within the same building as the surgeon. Guide signed up for a first OT appointment on Thursday, February 23<sup>rd</sup>. Guide was transitioned to a removable wrist brace. Guide explained all these points to students upon returning home. Guide is not able to drive yet and is limited to lifting 1-2 lbs. only (i.e., a full coffee cup).



**2-21-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, codes, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use measurement in practical situations (i.e., to measure out a VR floor boundary to play within).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed a beautiful art sculpture displayed in Ireland to honor the American Choctaw Indian Tribe. The social media post was offered as a suggestion on guide's social media. The poster was Explore Native American Culture. The photograph offered the context: in 1847, the Choctaw Tribe sent the Irish people money during a potato famine when Irish people were starving. The group read that when the Choctaw Tribe sent the money they had just endured the Trail of Tears and were living in poverty and hardship. The sculpture was name "Kindred Spirits" and is a large stainless steel outdoor sculpture in Bailick Park in Midleton, County Cork, Ireland. The shape of the feathers is said to represent a bowl of food.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed both Ireland and the United States including the Choctaw Tribe and the Choctaw Nation of Oklahoma.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed both Ireland's potato famine and the Choctaw Tribe and the Choctaw Nation of Oklahoma's response.

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government. Group discussed the federal government's treatment of Indigenous populations in the U.S. including the Trail of Tears, reservations, and the dynamics behind (i.e., Native Americans were not allowed to leave reservations to hunt, warring tribes were purposely located near each other, lands given were taken away by the government, lands were chosen for their barrenness and undesirability, children were taken, etc.).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, VR music experiences, music accompanying online videos/games).

**2-22-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content, reviewed book sent by aunt).
- Group received a package from their aunt via USPS. The package contained Music Manuscript Paper: 100 Blank Staff Pages With Music Notation Guide and a sketchbook for oldest student. Middle student received a STEM 3 In 1 Train Set and youngest student The Complete Cookbook for Young Chefs: 100+ Recipes You'll Love to Cook and Eat!
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten name on artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, geometric shapes, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create geometric shaped artwork, color gradients and saturation).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., spray paint artwork) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

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

Group requested guide Google whether a banana is a fruit or a berry. Guide read results aloud. Students offered additional information they had viewed or read online.

- Younger students continued to experiment with various colors of spray paint with both matte and shiny finishes. Middle student chose to repaint and decorate their foam anime sword and sheath. Both students chose to use various spray paints and white paper to create geometric shaped artwork. Students found geometric shapes to layer on top of dry painted paper to allow the first color to remain while the rest of the paper was painted another color(s). Younger students described their process for guide as well as their thoughts on color wheel, gradients, and saturation.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the use of spray paint to create indoor artwork. Student's dad had previously purchased middle student a spray painting tent and spray painting mask to significantly decrease exposure to the fumes. Students also creates a well ventilated area by opening both garage doors and a garage side door when using the paints.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group continued to discuss guide's fractured wrist and its implications for daily life. Guide will drive for the first time to take middle student to same day community appointment that students' dad is unable to provide transportation for. Students were able to vocalize their thoughts and feelings around this.
- 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 (i.e., student's playlist, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student chose to use their spray paints and paper to create geometric and space themed artwork.

## 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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content; park guidelines and rules).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## WRITING

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

## SPELLING

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

## ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, fractions, measuring, percentages, patterns, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to estimate distance traveled at the park; to attempt to balance and increase speed with roller blades).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received.. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., sibling's electric scooter speed/distance/center of gravity/balance) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., estimating distance traveled at park, one lap around equals  $\frac{1}{4}$  mile).

## SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student requested to demonstrate their online research skills for guide. Student chose search engine, Safari, and described how they choose key phrases or terms for a search. Student chose to use an audio search query feature of their iPad most often and type in searches other

times. Student found various FNAF stuffed plushies for sale on both FunkCo and Amazon websites.

- Group continued to discuss guide's treatment plan for distal radius fracture. Occupational therapy initiated same day. Guide described to group what their experience of occupational therapy was and compared it to a prior physical therapy experience.
- Group explored and played at the USC Rec Center park. Students used roller blades, scooters, electric bike, electric scooter, and running to navigate the paved portions of the park. Students also climbed, swung, ran and hid in the playground area.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group recalled previous trips to the same park, indoor pool, and outdoor pool.
- Student used maps and other resources to navigate local roads to travel to the USC Rec Center park.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, roller blading, electric scooter riding, swinging, climbing).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).

**2-24-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Guide had found historic photographs on several social media sites (i.e., Historic Photographs, Weird History). These included photos of Albert Einstein just prior to his famous tongue out photo on March 14, 1951 the day of his 72<sup>nd</sup> birthday. Group discussed Albert Einstein, his reported learning style and not fitting in with traditional education, his reported activism, and historic photographs of him on social media. Group discussed different types of intelligence (i.e., memorization, facts, emotional) and students identified areas they believe they have intelligence in (i.e., middle student: math, oldest: emotional). Group discussed how youngest student taught themselves to read and also taught themselves various mathematical calculations. Group discussed traditional learning versus individualized learning.
- Group also discussed Robert Peary's who was reportedly the first man to reach the North Pole on September 7, 1909. Weird History's social media platform offered a link to Peary's

journey documented in his photographs. Group discussed history and the common reporting perspective from white males. Group wondered what has not been recorded or reported in history.

- Oldest student shared their papaya and dragon star fruit with younger students.

## **GEOGRAPHY**

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

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed Albert Einstein, his reported learning style and not fitting in with traditional education, and historic photographs of him on social media.
- Group also discussed Robert Peary's who was reportedly the first man to reach the North Pole on September 7, 1909. Weird History's social media platform offered a link to Peary's journey documented in his photographs.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, Apple playlists in car, music accompanying online videos/games).



**2-26-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; signs, menu, screen trivia game, and other written documentation at a local movie theater).
- Family traveled to local movie theater where students read signs, concession menu, screen trivia game, and other written documentation. Family interacted with movie theater staff and fellow patrons. Students viewed and discussed previews shown prior to the main attraction.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, stats, sizes, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate costs of movie snacks and beverages, to find numbered/lettered reserved seats).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., movie theater experience) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., size of theater reclining seat versus student height).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group chose to participate in a movie theater experience that youngest student had suggested

in last week or so. Group traveled with guide and students' dad to local movie theater where guide had reserved reclining cushioned seats for family. Students chose their movie food items and beverages from the theater's concession stand menu, ordered their items and paid as a group. Students navigated theater to find numbered seats in section E. Group recalled the few times they had all traveled to movie theaters in the past and experiences where the students size was such that the seats would not stay open or they could not see as well. Group experimented with current theater which advertises itself as a luxury theater with cushioned recliners. Students scaled their experiences (i.e., 1-5 with 5 the best) and reported they really enjoyed the experience. Group thanked youngest student for the suggestion.

- Group observed oldest student cutting an aloe plant leaf they had purchased on a recent trip with their dad to a Whole Foods grocery store. Student had conducted online research and followed results to strip the interior of the leaf of its aloe. Student chose to store this aloe in the fridge to best preserve it for use in skin care.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussed where movie took place, Mexico.
- Student continued to use maps and other resources to navigate local roads to travel to local movie theater.

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government. Group discussed the Federal Reserve, money printing, money retirement and disposal.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group reviewed fire exits at local movie theater as well as exit strategies in case of fire.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music played during previews and main attraction at movie theater, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Students requested to repeat today's movie theater experience in future. Youngest student stated they would like to return in May when the live action version of The Little Mermaid premiers. Middle student stated they would like to return to see the Mario Movie.

**2-27-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Group traveled to a local bookstore to purchase a number of reading materials within a preset budget. Students interacted with bookstore staff, fellow shoppers, and each other. They explored the various sections of the store (i.e., Manga, Young Adult, Geography, Restrooms, Journals) and read both books, maps, and signs in each area. Oldest student offered suggestions for Manga younger students might enjoy based on personality, interests, and anime oldest student knew they liked.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, calendar, fractions, percentages, patterns, series lengths, Roman numerals, money, online currencies, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time; calculating schedule given appointments; books in a series, Roman numerals to standard numbers).
- Student continued to use mathematical concepts in free play (i.e., book series, maps) as well as age appropriate math related media (i.e., Ipad and PC games/apps).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed options to fall asleep at night. Group discussed recent online scientific articles on the effects of blue light on the brain. Group brainstormed other options than using any type of screen before bed. Students stated they would try reading again if they had more reading options. Group traveled to local bookstore to remedy this. A preset budget was given and students gathered books within it. Oldest and middle student also chose to purchase

world maps to hang in their rooms. Group agreed to try out reading prior to sleep for the next week. Group will follow up at that time to see if there were any observed differences.

- Group viewed and discussed a photograph guide found on social media of a then 17 year old Helen Konek from 70 plus years ago in Inuit traditional dress descending into a large igloo her father built. Guide had looked up the photographs location or Arviat, Nunavut, a predominately Inuit hamlet in Canada. Group discussed igloos, the construction of, and living in such a climate.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Oldest and middle students chose to purchase two different versions of a world map to display in their rooms.
- Group discussed Arviat, Nunavut in Nunavut, Canada.
- Student used maps and other resources to navigate local roads to a local bookstore.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group continued to discuss nutrition, movement, sleep and self-care. Group brainstormed options for increasing quality sleep and put an experiment into place (i.e., read prior to falling asleep rather than use screen).
- 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., exploring local bookstore).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, Apple playlists in car, music played in bookstore, music accompanying online videos/games).

**2-28-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Per student's request, student and guide traveled together to local Target. Student read signs, aisle markers, product descriptions, and prices aloud. Student interacted with Target staff, concession stand staff, and fellow shoppers.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten list of possible purchase items; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten list) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, stats, percentages, prices, budget, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., cost of items desired and budget set; calculating savings needed to purchase items in future).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Target shopping) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., current clothing size, stuffed toy size).

## **SCIENCE**

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

Student requested some alone time doing an activity student requests with guide. Student requested to travel to a local Target to shop, explore, and spend time with guide. Guide and student traveled to Target and explored. Student found various stuffed animals and gaming items they would like to buy in future with savings from jobs they plan to do around the house. Student was able to calculate how long it would take them to earn what they needed. Student and guide found dolls modeled after Rosa Parks, Amelia Earhart, Malala Yousafzai, and Frida Kahlo. Student and guide discussed who these individuals are, their stories, where they are from, and their activism.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Oldest student chose to hang their world map on a prominent wall in their bedroom. Other students and guide viewed it when entering the room.
- Student continued to use maps and other resources to navigate local roads to local Target.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Student and guide discussed Rosa Parks, Amelia Earhart, Malala Yousafzai, and Frida Kahlo. Student and guide discussed who these individuals are, their stories, where they are from, and their activism.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., exploring, running, walking through Target and the mall).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music playing in Target, music accompanying online videos/games).

## **ENRICHMENT**

- Student continued not to be limited only to the above listed activities; rather throughout the year we will take advantage of whatever opportunities and resources seem appropriate at the time. Guide purchased tickets for the family to attend a future live performance through Pittsburgh Cultural Trust's Children's Theater productions titled "Big Bubble Bonanza."

### **3-1-23**

#### **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 online selections; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music).

#### **WRITING**

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

#### **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search query option on iPad).

#### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, money, online currency unique to each game/app, addition/subtraction/multiplication/division, computer science, points/levels/codes/percentages).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., measuring out/cooking frozen ramen, microwavable food item).

#### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion around same day weather, changes in season, date spring would start (i.e., Monday, March 20<sup>th</sup>), and upcoming events in March (i.e., daylight savings time, St. Patrick's Day, oldest student's belt test, guide's father's death anniversary).
- Group discussion around orthodontist and Invisalign upon oldest student and guide's return home. Younger students asked to see the equipment and aligners oldest student returned home with. Group discussion around daily living with aligners in, additions to dental

hygiene, length of treatment time, and process oldest student would go through (i.e., scanning at home, changing aligner if prompted, 12 week in person appointments). Younger students verbalized their thoughts and preferences for their own treatment if they needed any in future (i.e., middle student would like Invisalign, youngest student would prefer braces with colorful rubber bands).

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Students attempted to provide themselves a balance of healthier nutrition choices with treats.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Focus on dental health and hygiene as well as human teeth following oldest student's day at orthodontist office.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student playlists, music accompanying games/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.



**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 online selections; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music, singing).

**WRITING**

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

**SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search query option on iPad).

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, money, online currency unique to each game/app, addition/subtraction/multiplication/division, points, percentages, levels, codes, computer science).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate dollars to Robucks or other online currencies).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received for online subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., RC vehicle, cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., measuring out/cooking frozen ramen, microwavable food item).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Middle student offered a tour of an updated online game (i.e., Creatures of Sonora) and a new game (i.e., flight simulator). Students were able to point out real versus mythical creatures in the updated game as well as extinct versus existing creatures; land dwelling, aquatic or flying creatures; and herbivores, omnivores, or carnivores. Student observed

middle student's play, conducted their own play on their iPad, and provided additional comments to discussions.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Younger students and guide discussed different biomes around the world as depicted in the one world of Creatures of Sonora (i.e., desert, caves, rain forest, waterfalls, beach areas, grasslands, etc.).

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Younger students and guide discussed dinosaurs from different periods, recent fossil finds, and advances in the understanding of dinosaurs.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Younger students and guide discussed how guide's current hair salon chooses a non-profit in the community to support financially and with increased exposure each year. Hair salon also provides the community with a lending library created and maintained by a salon client; discounts for medical and military individuals; free beverages for certain appointments; promotions throughout the year; and options to assist the salon in financially supporting a local non-profit. Guide let younger students know the salon would be closing as of April 1<sup>st</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.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Younger students and guide discussed their online games depiction of the sizes of dinosaurs by placing a human body beside the individual dinosaurs for comparison.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Students requested to each play a favorite recorded song they had found online for guide. Group took turns doing so.
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student used the online game, Creatures of Sonora, to first choose a creature (i.e., real, mythical, existing, extinct) then use the art options available to style the creature with primary and accent colors to create a unique creature to role play with.

**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 online selections; PC and Ipad apps/games).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

**WRITING**

- Student continued to gain more experience with various kinds of writing both by hand (i.e., handwritten notes on artwork) and on the computer (i.e., messaging, chats, online searches and research).

**SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search option on iPad).

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, money, online currency unique to each game/app, addition/subtraction/multiplication/division, perspective, gradients of color, digital drawing, computer science, temperature outside, digital thermometer, height of jumps on trampoline, direction of sunset, volume of water balloons, Geometry Dash online game).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating an estimated volume for water balloons that would expand them without bursting; number of water balloons used as compared to what remained for next time).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received for online subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., experiments with volume of water balloons; force of throw required to pop water balloon; surface friction) as well as age appropriate math related media (i.e., PC and Ipad apps/games, digital thermometer for cooking, Geometry Dash game).
- Student continued to use measurement in cooking (i.e., observed middle student measuring oil to fry fries and using digital thermometer to determine oil temperature) and other practical situations (i.e., distance water balloons could be thrown).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students and guide discussed outside temperature and use of water balloons. Students chose to experiment with color, volume, force, pressure, manual force and different landing surfaces on water balloons to observe these factors impact on breaking the balloon's surface and distance of throws.
- Student demonstrated for guide the science of digital drawing and creating an online avatar.
- Student and guide observed middle student setting up, measuring, and checking the digital temperature of food items middle student cooked on stove top.
- Students used outdoor trampoline to experiment with jumps, height of jumps, the challenge of bouncing each other's bodies, and what seeds or bugs were found inside the trampoline.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Review of fire safety, safety tools, and location of tools when cooking on stove top, particularly with hot oil.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, energy in versus energy out, methods of cooking foods, and significance of movement in the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students compared their current sizes with last season they were on their backyard trampoline and the impact on jumping heights.

### **PHYSICAL EDUCATION**

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

### **ART**

- Student used Procreate app to create original digital drawings. Student also used online app to draw and accessorize an avatar.

### **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 when ready. Oldest student and their dad returned middle student's rented cello to the musical instrument store after oldest student's violin lesson. Group discussed thoughts on musical instrument lessons.

### **ENRICHMENT**

- Younger students and guide discussed traditional methods of learning an instrument (i.e., lessons with an instructor). Middle student demonstrated independent/critical thinking by brainstorming several additional options or methods for learning how to play an instrument (i.e., self-taught, YouTube videos; choose a favorite song and focus learning on that alone;

ask oldest student for assistance). Middle student considered all options adding that they don't think they are a scheduled, individual lesson instrument learner but may pick up an instrument to play for fun and choose an alternate way of learning in future. Youngest student agreed for self, adding they currently are not interested in playing an instrument.

### **3-5-23**

#### **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 online selections; PC and Ipad apps/games; Carnegie Science Center's Mars exhibit materials; CSC human body, robotics, water, local animal, earthquake, time exhibit materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., listening to different genres of music; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; interactive, auditory and video exhibits at Carnegie Science Center; discussions and interactions with science center employees).

#### **WRITING**

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

#### **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search option for iPad).

#### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, fractions, measuring, percentages, addition/subtraction/multiplication/division, speed, height, weight, gravity, distance, earthquake measurements, money, computer science, robotics, the Richter scale).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculate when Vikings traveled and existed on the Earth; translating time from digital to Roman numerals to military time to sign language).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money for online subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Students used budget set to choose science center gift shop items and order own lunch at science center cafeteria.
- Student chose to use remaining money (i.e., \$10) from science center trip to research etsy.com and purchase 2 slimes that would fall below this budget.
- Student continued to use mathematical concepts in free play (i.e., CSC interactive exhibit play, cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games, interactive exhibits at CSC).

- Student continued to use measurement in practical situations (i.e., to compare various amphibians, reptiles, fish and insects in CSC local habitat exhibits).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group travel to local Carnegie Science Center to visit traveling Vikings exhibit as well as new Mars exhibit and other science center exhibits in the building that students were drawn to (i.e., local habitats and creatures; water, rainfall distributions, plumbing, environmentally friendly practices; the human body, Mars, robotics, earthquakes, circuits, outdoor submarine, cafeteria, gift shop, etc.). Student chose to engage in the water exhibit, local flora/fauna exhibit, and get a snack with their dad while guide and older students explored the Vikings exhibit. Student returned for a second time to these areas with the rest of the group.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group travel through Pittsburgh to the Carnegie Science Center. The science center exhibits included a visiting Vikings exhibit with maps, artifacts, artwork, weaponry, a ship replica, common attire and jewelry. Stories, interactive exhibits and reading materials also described and compared Mars versus Earth. The retired military submarine docked in the water beside the science center was not yet open nor was the miniature train set up that depicts Pittsburgh and its surrounding areas. A documentary on Ireland was being advertised with written, visual and audio media in the center.
- Student used maps and other resources to navigate local roads on a family outing to the Carnegie Science Center.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Students continued to expand their understanding of the history of Vikings; Mars, the Earth and space travel; state flora and fauna; earthquakes in New Zealand, Chile, and San Francisco; diving history and U.S. military history with the retired USS Requin submarine docked in the river beside the science center.

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government. Students continued to learn about the federal governments involvement in the U.S. military branches.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition and the significance of movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students explored the science center's Body Works exhibit learning more through the interactive displays (i.e., a large display screen superimposed the human skeletal system, the

muscular system or the circulatory system depending on the viewer's choice).

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking and exploring all floors of the Carnegie Science Center; running).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists, musical accompaniment to online games/videos, music heard in the science center exhibits).

### **ENRICHMENT**

- Students requested to return to the Science Center again in the near future. The USS Requin submarine exhibit is due to open the following weekend weather permitting and students requested to walk through once it is open. Students reported looking forward to the CSC Fab Lab 101 workshop on 3D Printing scheduled for April 14th.
- Younger students continued exploring Geometry Dash online game.



### **3-6-23**

#### **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 online content; PC and Ipad apps/games).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music).
- Younger students offered to narrate a comprehensive tour of the online game, Creatures of Sonora, including exploring all of the creatures available, designing a chosen creature, and demonstrating how to role playing with said creature.

#### **WRITING**

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

#### **SPELLING**

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

#### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, codes, percentages, levels, points, age, height, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate percentage of health remaining for creature in online game; current and final height of creature with adult human for comparison; and time it would take for creature to be born and develop to maturity).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received for monthly online subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., RC Building Kit) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., measuring out/cooking frozen ramen, microwavable food item) and other practical situations (i.e., building kit, creature height).

#### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. During experimentation with the online game, Creatures of Sonora, students identified existing creatures

and mythical creatures; extinct creatures and current creatures; herbivores, omnivores, and carnivores; land creatures, aquatic creatures, and flying creatures; and creatures new to the game as of the latest update. Students demonstrated how to find additional information within the game (i.e., age, foods eaten, how often hydration must occur, descriptors, call sounds, nesting procedures, etc.). Students and guide discussed features of dinosaurs now known, news articles guide had read in recent weeks about dinosaurs, and student's understanding of fossils.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Younger students and guide continued an ongoing discussion about dinosaurs, archeologists and fossils found in the U.S. and around the world.

## **MUSIC**

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

## **ART**

- Student created a colorful existing, extinct land dwelling omnivore creature in their online game.

**3-7-23**

## **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 online selections; PC and Ipad apps/games).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, fractions, measuring, percentages, clothing sizes, money, tax, addition/subtraction/multiplication/division, BJ store self-checkout system).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., total cost for grocery store purchases, self-checkout system).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of monthly money received).
- Student continued to use mathematical concepts in free play (i.e., slimes, digital drawing) as well as age appropriate math related media (i.e., Ipad and PC games/apps; Procreate app).
- Student continued to use measurement in practical situations (i.e., to determine best fit for clothing for self).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student experimented with self-checkout system at local BJ store and was able to quickly figure out store's system. Student observed. Student, oldest student and guide explored produce, food items, and clothing options at same BJ location.
- Students and guide also traveled to boarding barn to care for oldest student's and guide's horses (i.e., grooming, hoof cleaning, stall cleaning, aisle area clean up, watering and feeding).
- Student conducted online research into Pittsburgh area Furry Conventions or Furry Con 2023. Student found website and information on dates/times of this year's convention.

Student requested to attend all or part of the convention with guide as well as work on a furry costume project for the upcoming conference. Student stated they would request assistance from oldest student.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Group discussion around national and international travel locations.
- Student used maps and other resources to navigate local roads to travel to boarding barn and local BJ's store.

### **HEALTH & PHYSIOLOGY**

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

### **PHYSICAL EDUCATION**

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

### **MUSIC**

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

**3-8-23**

## **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 reading selection; PC and Ipad apps/games)
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, points, levels, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received for monthly online game subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., speed/distance/center of gravity/balance with hoverboarding, cooking) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., cooking for self).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student continued to check in and discuss guide's recent right wrist fracture. Student offered thoughts on injury and applied knowledge they have from their own injuries (i.e., wrist sprain, cut on neck requiring stitches).

## **HEALTH & PHYSIOLOGY**

- Student continued 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 wrist bones, carpal nerve, and a sprain versus a fracture.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

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

### **3-9-23**

#### **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 online selections; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

#### **WRITING**

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

#### **SPELLING**

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

#### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received to purchase monthly subscriptions for online games as well as other purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., speed/distance/center of gravity/balance with hoverboard, experiments with slime) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

#### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Oldest student chose to conduct online research into weasels that reside in Pennsylvania, particularly Western Pennsylvania, after guide described a sighting on the previous day while traveling by car on local roads with middle student. Based on guide's description, oldest student found images and articles on the Fisher weasel. Student reported the Fisher weasel had become extinct in PA, but after ongoing efforts, has begun to see a resurgence in its Pennsylvania population. Sightings are more rare and guide felt excited to have been able to view one close to their family's neighborhood. Information found was shared with younger students.

#### **HEALTH & PHYSIOLOGY**

- Student continued 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 informed guide they would like to purchase 2 rats for pets and would increase their daily movement by walking the rats around the block and training them.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists, Google Home music search, musical accompaniments to online videos & games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Student continued frequent discussion around their desire to own a rat for a pet. Student described supplies needed, social nature of the rat, common characteristics of rat (i.e., intelligent, easily bored, curious, a chewer, very social). Middle student conducted additional online research into rat ownership and created a written visual to demonstrate the costs involved total. Students worked together to provide factual evidence to support student's campaign for rat ownership. Group discussion around learning methods that work best for student and are different from past similar experiences with oldest student demonstrating responsibility.



**3-10-23**

## **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 online selections; PC and Ipad apps/games; written content included in same day slime order delivery).
- Student chose to Facetime with guide demonstrating their use of the app and walking guide through how to use avatars (i.e., student had created personal avatar).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing, reading slime delivery notes/instructions).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search option on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, pitch, money, online currency unique to each game/app, addition/subtraction/multiplication/division, experimenting with varying amounts of slime additives).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if slime delivery is due \_\_\_ date during the timeframe of \_\_\_ to \_\_\_, when should student begin to look for delivery and how often?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking, self-created experiments with slimes and add ins) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., made “cheesy egg” for self) and other practical situations (i.e., slime add ins).

## **SCIENCE**

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

Student chose to experiment with same day delivery of slime (i.e., water slime) by adding water, activator, other slime, clay, sponge pieces, glitter and sprinkles in varying amounts to observe changes in the delivered slime.

- Student chose to cook a “cheesy egg” for self. Student narrated their actions and walked guide through how to make this food item. Student then used leftover naan, blueberries and a piece of shredded cheese to create a “face” and “hat” with their egg.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide discussed where same day slime delivery had shipped from as well as where other 2 orders would ship from.
- Student also noticed oldest student’s monthly Japanese subscription box and discussed Japan.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires.
- Student and guide discussed fire safety and reviewed location of fire safety tools (i.e., extinguishers and blanket) specifically around cooktop.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Discussion around student eating a whole egg versus guide eating egg whites to proactively address cholesterol numbers as well as changes in the human body as it ages.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists, musical accompaniment to videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student used food items to create a face with a hat for their lunch.
- Student continued to create shapes, sounds, textures and color changes with their same day slime delivery.

## **ENRICHMENT**

- Student received same day slime delivery (1 of 3) they had purchased through etsy.com with money they earned successfully completing a 24 hour boundary/consent challenge.

**3-11-23**

## **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., online content; PC and Ipad apps/games).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, pitch, money, online currency unique to each game/app, addition/subtraction/multiplication/division, perspective, graphing).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating numerical data in online games).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., self-created experiments with various forms of matter as well as slimes) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., cooking for self) and other practical situations (i.e., to measure out activator and borax for slimes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student continued to create various experiments to conduct on recently received slimes. Student added various forms of matter (i.e., liquid or tap water, activator, glue; solid or clay; borax powder; other water, cloud, fizzy, butter slimes) to existing slimes to form new variations. Student used observations and senses to note differences (i.e., texture, color, stretchiness, stickiness, matte or shiny, noises made when handled, etc.). Student and guide continued to have chemistry safety discussions with use of activator and borax. Student also

observed that while the slimes did not stick to metal or treated stone services, they did stick and leave behind slime on fabrics.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists, musical accompaniment to online videos & games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student used slimes to create colors, textures, sounds and shapes.

## **ENRICHMENT**

- Student continued to discuss their desire to create their own slime shop. Student brainstormed ideas around online shops or local opportunities (i.e., fairs put on where kids showcase their own business ideas).

**3-12-23**

### **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 online reading selections; PC and Ipad apps/games).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music).

### **WRITING**

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

### **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search option on iPad).

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, percentages, fractions, points, levels, patterns, codes, tempo, money, online currency unique to each game/app, addition/subtraction/multiplication/division, computer science).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., continued ongoing calculations of dollars to online currency equivalents for different games).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., sword play, cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., cooking for self) and other practical situations (i.e., observing older student measuring height of current foam sword).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students and guide discussed frequency of students cleaning bathrooms as well as the reasons behind cleaning products designated for specific jobs (i.e., Windex is used for mirrors unless otherwise marked and provides a specific finish because that is what it is created for, whereas, using floor cleaner on mirrors leaves a white haze). Students agreed not to experiment with floor cleaners on the bathroom mirrors after observing the white haze it forms. Students also agreed to not experiment with the other cleaning products on surfaces they were not intended for. Students worked out a

weekly schedule for bathroom maintenance.

## **GEOGRAPHY**

- Student chose not to participate in same day local travel to family's boarding barn or a local craft store.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. In late evening guide was involved in an accident with their own horse. Group discussion around the accident; treatment options for observed symptoms (i.e., ice, elevation, rest for swelling, bruising, pain, immobility); and medical options for treatment (i.e., ER, MedExpress, contacting new PCP). Group agreed to reschedule next day appointments so that guide could be driven to local hospital for x-ray.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music accompanying online videos and games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**3-15-23**

## **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., online documents, articles and videos; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, other forms of typing or 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., individual or group discussions; autofill, audio option for iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, money, online currency unique to each game/app, addition/subtraction/multiplication/division, codes assigned to “rooms” in Gorilla Tag VR world, computer science).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., ongoing calculations with numbers conducted on daily basis through interactions with technology).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., VR simulations) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of dermatology, bacteria found on human skin/bodies, and reasons for hygiene practices. Discussed information found in recent online medical article written on individual who bathed for the first time in 56 years then died shortly thereafter.

- Student experimented with personal hygiene schedule.
- Group discussion of seasonal allergies in both animals and humans as well as observable symptoms and common treatments.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Younger students and guide discussed what are considered southern states and which are considered northern in the United States.
- Group discussed concept of upcoming travel to Mexico.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Younger students and guide continued ongoing discussion of racism and systemic racism in the U.S. both historically and currently.

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government. Younger students and guide briefly discussed the federal government's involvement in systemic racism.
- Group also discussed current events including news articles on recent kidnappings in Mexico; Texas governor's warning against travel to Mexico; and guide's upcoming birthday and proposed travel. Group agreed to consider additional options for 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 around self-care and significance of mindful practice with both physical and emotional well-being.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Ongoing discussion focused on personal hygiene and self-care continued.
- Group discussed how both younger students had lost primary teeth in the last week. First, the middle student had lost a primary tooth with a crown then a second primary tooth directly beside the first lost tooth (i.e., both bottom left). Second, less than a week later youngest student lost a primary tooth with crown which happened to be the same tooth middle student lost as well. Group discussed loss of primary teeth, eruption of permanent teeth, predictions orthodontist had made for younger students (i.e., they would lose several teeth in next 6 months), and possible orthodontic work younger students may experience.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Younger students engaged in VR experiences including Gorilla Tag to increase movement.

## **MUSIC**

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



Students experienced new music selections through PC games and VR experiences.

- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student continued to use recent slime purchases to create shapes, textures and auditory experiences for rest of group.

## **ENRICHMENT**

- Individual and group review and reevaluation of Natural Learning Goals 2022-2023 to date. Guide found options of:

- (1) Dreams Of Hope's art and nature events with LGBT community and their allies,
- (2) Carnegie Science Center's science learning labs with focus on 3D printing as well as basic circuitry and soldering,
- (3) Pittsburgh Glass Center's teen class/workshop options to learn glass blowing and firing,
- (4) Carnegie Science Center's SkyWatch planetarium and observatory program,
- (5) GymSport's parkour and ultimate warrior classes.

Student informed guide they would think about the parkour classes as they weren't certain they were still interested. Student requested to register for 3D printing and circuitry workshops (2). Guide followed up and did so. Family registered for Sky Watch planetarium and observatory program. Guide will follow up with student on thoughts on Parkour class.

- Student demonstrated independent/critical thinking further with problem-solving and offering solutions for additional vacation options for guide's upcoming birthday.

**3-16-23**

## **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 online reading selections; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, text in digital drawings).

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query component on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to figure out how many resources remain and how many are needed in online games).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., cooking “cheesy egg” on stovetop).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students continued to work on developing aspects of a shared Mine Craft world as a group with cooperative play. This included mining; seeking out iron and copper deposits; composting sites, gardening to grow wheat; exploring the many uses of wheat; cycling through the life cycle of wheat from seed to harvest; farming and animal husbandry; considering architectural options; gathering building materials; identifying the various trees, flowers and plants as well as wildlife and aquatic creatures; finding and exploring water

sources and its properties; using location coordinates in order not to get lost while exploring; noting the weather; and exploring the elements of the periodic table found in the world.

- Student continued to experiment with their existing slimes (i.e., add ins such as activator, glue, glitter, clay) and observe the changes, if any, in consistency, texture, stickiness, odor, or color.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Guide informed students about their next day physical with a new PCP. Continued ongoing discussion on a proactive approach to health and medicine.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion around guide's recent accident with their horse that resulted in a swollen, painful and bruised right ankle/foot.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists; music accompanying online videos and games; VR playlists and musical accompaniment).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student continued to use their Procreate app to hand draw original artworks.

## **ENRICHMENT**

- Student's older sibling asked their dad if he would take them to the local indoor pool the next day. Dad agreed.

**3-17-23**

## **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., PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; closed captioning for online videos; signs around USC Rec Center & Rec Center indoor pool; road signs, GPS).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, money, online currency unique to each game/app, addition/subtraction/multiplication/division, depth, feet, inches, height).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., Mine Craft; time and pool schedule; calculating online currencies for games from dollars or \$2.99 translates into how many robucks?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., Mine Craft, swimming at local pool in varying depths and with drag of whirlpool/lane) as well as age appropriate math related media (i.e., Ipad and PC games/apps).
- Student continued to use measurement in cooking (i.e., microwavable food item) and other practical situations (i.e., student height as compared to pool water depth).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student, student's siblings and their dad traveled to local rec center indoor pool to swim and

play. Students observed differences in swimming abilities and height of water as measured against selves as compared to previous visit. Students enjoyed testing force required to extract selves from inside various locations of the pool's active whirlpool.

- Student and siblings chose to work together to collect needed resources, build needed structures, and grow both animals and plants in their Mine Craft world.
- Guide described to group their same day doctor's appointment with new practitioner. Guide described the comprehensive care they received including a COVID booster, EKG, pulse ox reading, blood draw for Galleri cancer screening test, supplements received, hearing check, etc. Guide will continue to research and search for pediatric practitioner.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories. Students returned to local rec center after a lengthy time away.
- Students also offered observations of topography in different Mine Craft worlds then compared the biomes to similar real world examples (i.e., mountain ranges, oceans, lakes, rain forests, deserts, cold snowy climates, tropical areas, etc.).
- Student used maps and other resources to navigate local roads on outing to USC Rec Center's indoor pool.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussion of same day St. Patrick's Day celebrated by individuals locally, countrywide, and across the world.
- Students and guide discussed what letters "KKK" stand for after students heard the letters used on ROBLOX game. Guide offered brief history of the extreme racist group in past and today. Group continued to discuss systemic racism in the United States.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires.
- Students were also reminded of water safety while at the local rec center indoor pool.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group chose to participate in swimming and pool play to increase movement.
- Group continued to discuss consent and physical contact; the impact of words on others; and reading your audience.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student chose to play Gorilla Tag, an active virtual reality game.

- Older student taught student proper sword handling and swinging with older student's foam sword.
- Students chose to travel to local rec center indoor pool to swim and play.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music on iPad/PC games, soundtracks for tv shows, music used on online videos/YouTube, existing Apple playlist, students' dad's playlist with focus on bass).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**3-18-23**

## **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., PC and Ipad apps/games; cooking instructions for breakfast foods; slime instructions that arrived with ordered slime; online searches and research on slimes on etsy.com).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill; use of audio function on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, money, online currency unique to each game/app, addition/subtraction/multiplication/division, Bubble Bonanza program length, graphing function on iPad Procreate app, perspective).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how long will student be sitting in bubble program as compared to self-identified length of time student has noted they are comfortable sitting in one spot).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student requested to spend the \$10 they received at the end of a challenge to actively practice healthy boundaries and consent with physical touch. Student researched options for slime purchases on etsy.com; screen shot multiple products; calculated the total cost within the \$10 budget; and texted the products to guide to purchase.
- Student continued to use mathematical concepts in free play (i.e., cooking, baking, self-created experiments with components of slime) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., making own breakfast) and other

practical situations (i.e., adding activator and borax to existing slime).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student received slime order in same day mail. Student began to experiment with adding borax, activator, clay, and water to observe the changes in the slime's texture, stickiness, composition and color.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists; musical accompaniments to iPad/PC games and online videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student chose to create shapes, different colors and textures using slime and clay.

## **ENRICHMENT**

- Guide informed group of planned next day activity, The Bubble Bonanza performance, at the Byham Theater in downtown Pittsburgh. The performance is led by Guinness Book of World Records-holding, master bubble wrangler Jeff Boyer. The program is described as an interactive experience with big bubble rainbows with people inside; audience members can make volcano bubbles; and gigantic bubbles that will blow their own bubbles. There will be comedy, music, and interactive bubble-magic to engage all ages over a 55 minute performance. As Pittsburgh Cultural Trust members, students, guide and their dad can choose to remain after the performance to meet and talk with performers then receive bubbles to take home.



**3-19-23**

## **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., PC and Ipad apps/games; online research; online video closed captioning and text included in educational videos; street signs, building identifiers, parking garage instructions, The Bubble Bonanza program).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, listening to the science behind same day Bubble Bonanza program as narrated by the presenter).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search query on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, money, online currency unique to each game/app, addition/subtraction/multiplication/division, volume, circumference, geometric shapes).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., student theorized bubble shapes based on shape of bubble wand; student compared noise levels in Byham Theater both prior to and at various times during the presentation).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., microwavable food item) and other practical situations (i.e., iPad Procreate digital drawing app).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student and sibling accompanied guide and their dad to The Bubble Bonanza at Byham Theater in downtown Pittsburgh. The interactive program performed by a Guinness World Record holder engaged the audience with various bubble sizes and shapes as well as some of the science behind the program

(i.e., viewing refracted light, layers of a bubble, surface required to hold a bubble without popping it, trapping frozen carbon dioxide in its gas form inside a bubble).

- Student experimented with adding borax, activator and glue to the slime they received in a same day delivery.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students observed the Pittsburgh Cultural Trust Children's Theater presentation of The Bubble Bonanza at Byham Theater in downtown Pittsburgh. This was the second trip to this location. Due to construction and road closures, the group was able to view additional areas of the city. The Bubble presenter shared stories of travel around the world and within the United States to both perform The Bubble Bonanza and to oversee or consult on additional projects (i.e., Sponge Bob Square Pants theatrical production in New York). The presenter also described learning the languages of the local culture in order to best present Bubble Bonanza and shared phrases in additional languages.
- Students continued to use maps and other resources to navigate local roads on a family trip to the Byham Theater.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. During the theatrical production, the Bubble Bonanza presenter briefly described the history of bubbles as well as the "bubble experts" found globally.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Students listened closely to the fire safety instructions denoted for the Byham Theater and located the nearest fire exit locations found within the theater.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued to discuss nutrition, movement and the significance of quality sleep on humans' physical and emotional well-being.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion on childhood development and the ages each student currently finds themselves.
- Student and guide discussed the expression of strong emotion and some observed possible patterns with student. Student was able to offer introspective thoughts and feelings around same day observations.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Students continued to listen to musical playlists as well as recorded music accompanying online videos and games.

- Student continued to attend or perform in live performances. The live Bubble Bonanza program included music, interactive segments, and comedy.
- Student will continue to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student chose to add to their original landscaping and lodgings on a private Mine Craft server.
- Student also chose to use their Procreate app to create a series of original digital drawings that they then pieced together and manually modified different layers, sizes, and perspectives of the images to create an “animated” story.

### **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student and guide discussed the differences between learning at home and traditional school options.
- Student also demonstrated continued growth in independent/critical thinking when verbalizing introspective thoughts on same day strong emotional expressions during prep for going to the theatrical production. Guide noted that student is very skilled in letting others know their thoughts and feelings.
- Student continued not to be limited only to the above listed activities; rather throughout the year we will take advantage of whatever opportunities and resources seem appropriate at the time. Group outing to the Pittsburgh Cultural Trust’s presentation of The Bubble Bonanza at the Pittsburgh Byham Theater. The group discussed the art and architecture observed within the theater as well as on the buildings passed to and from the theater. The interactive, science-based program offered the audience a glimpse into the world of bubbles, light, diameter, circumference, geometric shapes; “smoke bubbles” or CO<sub>2</sub> + bubbles; “trampoline bubbles,” a bubble rainbow, bubble donuts, the use of air currents to keep the bubbles afloat, etc. Students noted that most of the bubble experiments performed were ones the students had already conducted at home while learning. Students also noted the increasing noise volume prior to and during the performance stating that the noise was a barrier to their enjoyment.
- Students used Uber Eats app to order food for themselves for same day evening delivery. Students could watch the local community map provided in the app to show where the driver is located in terms of the restaurant and the delivery address. When the order arrived, oldest student found an item in their order was short. Group worked together to rectify this by calculating how much of the item each member would need to give to oldest student to add up to the lost food. Group did so and all members were satisfied with the solution. Guide demonstrated how to use the app to notify Uber Eats of mistake and request assistance/refund.

**3-20-23**

## **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., PC and Ipad apps/games; Procreate app tools and written text on original drawings by student; online research and videos).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten Apple pencil notes, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes using Apple pencil on digital artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query tool on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, measuring, shipping schedules, money, online currency unique to each game/app, addition/subtraction/multiplication/division, graphing, perspective).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if \_\_\_ amount of glue is added to cloud slime then the consistency and volume are \_\_\_).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to discuss recent purchase of slimes from etsy.com and length of time for shipping.
- Student continued to use mathematical concepts in free play (i.e., Mine Craft, Procreate app) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student continued to experiment with the additions of borax, activator, and glue to existing slime they received from oldest sibling same day.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide continued to discuss shipping route of slime purchases (i.e., will begin in FL, up the East Coast, final destination Pittsburgh, PA).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists and musical accompaniments to online videos/sources).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student showed guide a series of original digital drawings on their Procreate app that they are using to create an animated story. Student then chose to demonstrate how they create original drawings on their Procreate app for guide. Student attempted to share the images with guide through text.

**3-21-23**

## **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., PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; online research and video text/closed captioning).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search query portion of iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, shipping schedule including travel time for ordered slimes, measuring, fractions, tempo, money, online currency unique to each game/app, levels, points, codes, patterns, ages, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., determine codes to switch various levels in VR simulation, reading the total number of participants and if they are able to join or wait for opening).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., speed, geometric shapes, music in VR games; self-created experiments with various forms of matter) as well as age appropriate math related media (i.e., PC and Ipad apps/games, measuring tape, calculator).
- Student continued to use measurement in cooking (i.e., microwavable food item, baking, food experiments) and other practical situations (i.e., length of hair currently; amount of hair cut by self).

## **SCIENCE**

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

Student conducted experiments with household ingredients in different states (i.e., solids and liquids) to observe their states and consistencies when mixed in varying amounts.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student participated in VR simulation play with international participants listening to various accents of those present and planning strategies together.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussion of those who call themselves ninjas as well as the Japanese Samurai. Group member shared information read online about common behaviors of the Samurai (i.e., walk on roads with sword sheath on particular side so as not to knock into another Samurai and initiate battle); different swords used by the Samurai; and where Samurai were found.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion around individual efforts to support the environment as well as corporate entities who have a positive impact on the environment and those that do not (i.e., oil companies).

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Individual and group discussion of basic needs and self-care (i.e., personal hygiene).
- Student continued to learn about the human body, at a level appropriate for their age and ability. Discussion around human hair, and specifically student's hair, in terms of health, appearance, length, growth rate, and options for improving health.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student noted their morning exercise was playing active VR games/simulations (i.e., Beat Saber, Gorilla Tag).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Student chose recorded music to accompany Beat Sabers VR play.
- Student continued to have the opportunity to pursue their own musical interests when ready. Student's current interest involves song and singing.

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student chose to use scissors and a slider Ziploc baggie to create their "own fidget."

## **ENRICHMENT**

- Student requested to return to the Carnegie Science Center.
- Group and individual discussions around the upcoming weekend and an invitation to join extended family in celebrating students' aunt's birthday as well as recognizing students' paternal grandfather who died March 30, 2012.



**3-22-23**

## **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., ongoing reading of online content; online research and videos; Virtual Reality games, instructions, playlists, names, and other written content for the experience).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search option with iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, pitch, money, online currency unique to each game/app, addition/subtraction/multiplication/division, levels, points, health measurements).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., organizing according to degree of difficulty).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slime, artworks) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to observe oldest sibling experiment with new VR experience. Through casting, student was able to watch oldest student try out the new VR experience on their own iPad. Oldest student was open to student requests as they navigating the new 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 continued around guide's recent injuries (i.e., fractured wrist, injured ankle). Guide informed students they would be experimenting with elevation and decreased movement to observe the impact on their ankle swelling and pain.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Student offered to sing recently heard recorded music for guide.
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student continued to use a variety of media to make creations of their own choosing. Student chose to observe older student's spray paint art project.

## **ENRICHMENT**

- Student chose to engage with oldest student. Students worked together to research a new VR experience, purchase the experience, set up student's VR headset, and cast using student's iPad. With casting, student was able to view everything oldest student experienced with the VR headset. Together the students explored and progressed through the new VR experience. Students included guide and middle student upon their return from a preset appointment for middle student.

**3-24-23**

## **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 online reading selections; PC and Ipad apps/games, product information, cooking instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, pitch, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating points earned, codes needed, dollars to online game specific currency, locations, levels, and other numerical data in online games).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., drawing) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student and guide continued to discuss the bouquet of flowers student had purchased for guide the evening prior. Student asked if guide could identify any tulips in the bouquet. Together student and guide discussed what flowers might be identified in the bouquet (i.e., miniature roses, baby's breath, possibly a hypericum green berry filler, possibly a green Estelle flower filler, and what might be some not yet bloomed white miniature carnations). Followed up with online image searches that provided further evidence to support miniature roses and baby's breath as well as offered potential identifiers of a hypericum type and an

Estelle flower filler. Guide and student will continue to monitor not yet bloomed flowers and conduct online research of potential flower types.

### **HEALTH & PHYSIOLOGY**

- Student continued 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 followed up with guide on guide's recent right ankle injury.

### **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 when ready.

### **ENRICHMENT**

- Student and guide discussed additional experience opportunities guide had found. Guide described a nearby gym that hosts monthly Nerf War events where participants are 5+ years of age; can bring their own Nerf weapons or borrow a gym owned option; use the facilities provided by the gym to increase their proficiency with their weapons; and use Nerf ammunition provided. Student reported they would not like to participate.

**3-25-23**

## **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., continued ongoing online content; PC and Ipad apps/games; online research & videos).
- Student read results of their online research into slime creators aloud for guide.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing, online research, online videos).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio search option for iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, upcoming holiday in April, seasons, measuring, fractions, ounces, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., cost of total number of slimes student would like to purchase; rounding).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., online research and cost of slimes wanted) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to compare size and cost differences for 1 oz, 4 oz, and 8oz of slime).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to conduct online research into slime creators and read aloud their search results for guide. Student searched the Slime Shady shop; placed desired slimes in their cart; calculated the total cost rounding to the whole dollar; and shared their findings with guide via

verbal account and texted images/links.

- Student and guide discussed same day weather, very strong winds, and impact of said winds (i.e., power outages in home and community; family trampoline blew into neighbor's yard). Oldest student had observed and pointed out to guide and student's dad that the family trampoline in the backyard had been picked up by strong winds and tumbled into neighbor's yard. Oldest student and their dad quickly went outside and retrieved trampoline moving it's ~350 lbs. back to family backyard. Group discussed weather, wind strength, physics of what happened, and repair that may be needed with trampoline repair. Students' dad showed group members a video of the trampoline flying through the air that was recorded by the backyard security camera.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 noted how their height and weight allowed them to use body weight and reach the top of the window seal in order to close the window for guide. Discussed student's top % in size for an 8 year old.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists, song accompaniments to online videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student used markers and pieces of paper to sketch and draw while watching oldest student use their Procreate app. Student gave finished pieces to oldest student including a piece of a human eye.

## **ENRICHMENT**

- Student and guide discussed upcoming spring holiday. Brainstormed some family budget friendly options to celebrate. Student requested family celebrate the holiday in the same manner in which they had for previous years (i.e., gifts, group sleep over, egg hunt). Student researched slime and plushy gift options online for self.

**3-27-23**

## **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., Jell-O preparation instructions; PC and Ipad apps/games; online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).
- Student chose to make Jell-O. Student read step by step instructions aloud for self, guide, and student's dad. Student and guide returned to written instructions during process of making Jell-O as needed.

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, money, online currency unique to each game/app, addition/subtraction/multiplication/division, computer science, animation on Procreate app).
- Student continued to use problem solving mathematics skills in daily life applications. Student reported there are 13 days until Easter marking off today's calendar day.
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received for online subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., Jell-O powder).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to make a packet of Jell-O for themselves. Student read Jell-O box aloud for self, guide, and student's dad. Student chose jello flavor, measured out water, and student's dad placed pot with water on stove top to reach boiling. Student readied bowl, spatula and

cold water (i.e., 1 cup). Once water in pot boiled, student stirred as their dad poured boiling water over jello powder. Timer set to stir for 2 minutes. After timer went off, student poured in cold water noting the thickening of the liquid jello. Student placed completed jello liquid in fridge for 4 hours or until solid.

- Group discussion on locations and systems of the human body as well as corresponding specialists to treat these (i.e., wrist fracture: orthopedic surgeon w/special focus on hand/wrist/shoulder; foot/ankle injury: podiatrist; hearing loss: ENT for medical symptoms and audiologist for medical equipment).

### **SAFETY EDUCATION**

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

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Younger students and guide discussed orthopedic surgeon who specializes in hand, wrist and shoulder injuries as well as podiatrist. Guide recalled online research that described a podiatrist as a doctor that can provide the same services as an orthopedist in terms of a focus on the skeletal aspects of the foot and ankle as well as go beyond that to also focus on the biomechanics and dermatology of the foot/ankle. Guide informed younger students guide has a next day appointment with a podiatrist to consult on guide's most recent foot/ankle injury.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music playing in online games/apps/videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

### **ART**

- Student continued to create animations using Procreate app.



**3-29-23**

## **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 online selections; PC and Ipad apps/games; Costco signs and product information).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing, discussions with Costco staff).

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query option on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, pitch, tempo, tax, money, points, levels, percentages, dimensions, online currency unique to each game/app, addition/subtraction/multiplication/division, bulk sizes at Costco versus the grocery store).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how many rice crispy bars are in a bulk package? How many would that mean per person?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slime, Costco) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., size of pizza slice, length of churro, current clothing size, size of flowers for sale).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students and their dad traveled together to local Costco to explore; consider nutrition and food choices; and make purchases with information gathered as well as family budget in mind.

## **GEOGRAPHY**

- Student continued to use maps and other resources to navigate roads to drop guide and oldest student off at martial arts studio then continue on to local Costco before returning to provide pick up at the martial arts studio.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, the significance of movement, and quality sleep.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion around human skeletal system, guide's ankle injury, medical devices to provide support (i.e., boot, wrap, compression wrap), and medical scans (i.e., x-ray, CT scan, MRI).

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists, YouTube playlists, dad's music during car travel).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Oldest student and guide shared observations and experiences of belt test with rest of the group and students' dad. Younger students asked questions for clarification. Younger students shared what they had purchased for oldest student at Costco.

**3-31-23**

## **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 online selections; PC and Ipad apps/games).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music, singing, interactive play with siblings).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, points, levels, money, online currency unique to each game/app, addition/subtraction/multiplication/division, computer science).
- Student continued to use problem solving mathematics skills in daily life application (i.e., to calculate timing of youngest student's delivery based on postal worker's average daily delivery time or between 3:30 and 4:30).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in online subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to wait for slime delivery. Student and guide used Etsy app to continue to check package tracking. Tracking states slime delivery is scheduled for same day delivery by 9 p.m.
- Student continued to use mathematical concepts in free play (i.e., sword play, cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to determine if bunk beds would fit in student's room).

## **SCIENCE**

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

Student's slimes were delivered in late afternoon. Student chose to open the package with guide showing and narrating each received item (i.e., 2 slime containers, 1 clay with honeycomb/bee imprint in it, 1 wooden honey dipper, 1 package of borax, 1 instruction booklet, and 1 small package of flower/leave add ins). Student explored both slimes with their senses and permitted guide to do the same with the slimes. After experimenting with the slimes separately, student chose to combine the slimes creating a less stretchy, matte mustard colored slime. Later, student showed guide slime they had created themselves with glue, activator and crayons.

- Group play and building in Mine Craft world with additions in landscaping, animal husbandry, farming, building shelters, mining elements, and searching out resources.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussed returning to ordering take out guideline of up to twice a week for students on day(s) of their choice.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued discussion around guide's injured right ankle including sharing results from recent CT scan. Student assisted guide with travel to and from horse stalls to car.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Apple playlists, YouTube playlists, music accompanying videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**4-1-23**

## **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 online selections; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten month on family calendar; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., wrote “April” on family calendar) and on the computer (i.e., messaging, chats, online searches and research, texts).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, points, levels, percentages, money, online currency unique to each game/app, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received for online subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use measurement in practical situations (i.e., height difference between top bunk bed and ceiling as well as top bunk and current light fixture).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of student’s current physical symptoms (i.e., sore throat, fatigue, upset stomach). No one else reported feeling unwell. Student used forehead thermometer to take their own temperature. Student was able to measure symptoms and rate higher today than last night. Student and guide discussed self-care, consideration of others’ health, and whether or not to attend same day violin lesson. Guide followed up with violin instructor informing her student would not be attending. A missed lesson assignment will be placed on student’s practice app.
- Group discussed the meaning of April 1<sup>st</sup>, common behaviors on this day annually (i.e.,

pranks), and agreement not to participate.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 dad discussed the recent results of his comprehensive bloodwork and physical. Student's dad described the impact of genetics and lifestyle choices on his body with age.
- Continued ongoing discussion around guide's limitations with healing fractured wrist and ankle injury.
- Continued ongoing group discussion around self-care and proactive health strategies.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., assisted their dad with moving and rebuilding furniture).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists, music accompanying online games/videos).

## **ART**

- Student used white board markers to write and draw on family calendar. Student chose to draw spring inspired images (i.e., flowers, eggs, rabbits).

## **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 online selections; PC and Ipad apps/games; refrigerator store merchandise, signs, written documentation).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music; listening and talking with appliance store staff and customers).
- Student chose to go into Subway sandwich shop and place their order with their dad's assistance.

## **WRITING**

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

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill, audio query option on iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, tempo, money, online currency unique to each game/app, addition/subtraction/multiplication/division; dimensions of current fridge versus dimensions of appliances for sale).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine number of food items for all students and beverages for 2 of 3 students from subway sandwich shop).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received towards monthly subscriptions and purchases. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., exploring fridge sizes and options) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., measuring out/cooking frozen ramen) and other practical situations (i.e., dimensions of appliances, countertop depth, cabinet slot for fridge dimensions).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Younger students requested to join in guide and students' dad's research into new fridge options. Student offered input on Samsung fridges which they had researched at an earlier time. Guide informed students of estimated time group would travel to a local appliance store (i.e., 5 p.m.). Younger students agreed to be ready to go and oldest student chose to remain at home. Younger students, guide and students' dad traveled to 2 local appliance store locations to view, discuss and consider various fridges before purchasing one. Youngest student chose not to travel to second location and instead picked up food and returned to stay with oldest student.

- Oldest student and student chose to each make colorful pancakes using pancake mix, water, primary color food dyes, bowls and mixing tool. Students attempted to mix the food dye colors to obtain additional colors. Oldest student ended up with navy blue and student a lighter blue/teal. Students' dad offered visual cues indicating it is time to turn a pancake or a pancake is done. Oldest student reviewed cooktop safety with student. Each student made the number and size of pancakes desired and served themselves.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Guide pointed out oldest student's orthodontist office and trading card store that are located in same area as first appliance store location.
- Student continued to use maps and other resources to navigate local roads to travel to 1 of 2 appliance stores and Subway sandwich shop.

## **SAFETY EDUCATION**

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

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music accompanying online games and videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate



independent/critical thinking skills. Student and guide continued to discuss various learning modalities and chose to use student's experience at appliance store as an opportunity to attempt to increase impulse control (i.e., increase listening, decrease interruptions and gross motor behaviors).

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, points, levels, percentages, dimensions of new fridge, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to compare the dimensions of former fridge with new fridge).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received in their own online banking app where they determine if the money is spent, placed in checking, or transferred to savings. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., measuring out/cooking frozen ramen) and other practical situations (i.e., dimensions of former fridge, new fridge and space where fridge is located).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of equine anatomy; past research middle student had conducted (i.e., horses can't burp or vomit; when obstruction occurs a type of tool is used to remove); colic in

horses and treatment options; and personal stories about colic.

- Group discussion around recent online scientific article describing scientists discovery of fossilized footprints in South Africa from a creature that would be similar to a crocodile and existed before dinosaurs. Group discussed dinosaurs; 5 major Ice Ages in Earth's history; an ice age that occurred after an asteroid hit the Earth, caused a debris field to cover the Earth, and the climate changes resulted in an ice age; and the megafauna that died as a result of this ice age (i.e., mastodons, mammoths, saber-toothed tigers, and other large animals over 100 lbs.). Middle student described their research into dinosaurs; the asteroid that hit the Earth and resulted in a debris field/darkness; the end of the dinosaurs; and the subsequent ice age. Followed up with online research.
- Younger students were present for removal of former fridge and arrival/installation of new fridge. Group discussed how fridge delivery service is also a fridge disposal service to correctly dispose of refrigerators/freezers that contain refrigerant chemicals (i.e., Freon and others) that are damaging to the environment. Group also discussed purchase of the fridge, 1 year manufacturer's warranty, and 5-year extended warranty offered through store.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed Austin, Texas area (i.e., where guide's first horse lived with guide and students' dad) as well as South Africa (i.e., location of fossilized footprints recently found by scientist) and the continent of Africa (i.e., where some humans lived through an ice age while others spread out around the planet).

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the history of dinosaurs, fossilized footprints indicating creatures prior to dinosaurs, and ice ages.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music accompanying online games and videos).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**4-6-23 to 4-9-23**

## SPRING BREAK

Students and guide chose these days as Spring Break given regularly schedule appointments (i.e., violin lessons, martial arts, etc.) canceled due to closure of facilities.

**4-10-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentage, patterns, codes, pitch, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue their spring cleaning of the gaming room and their bedroom by finding appropriate size storage and storage space for certain sizes of belongings).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slime) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to determine current clothing size).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student also wanted to purchase Funko.com stuffed animals based on FNAF characters. Oldest student had placed an online order in the last few days. Youngest student conducted online research on Funko website to determine which two stuffed animals they would like. Youngest student described “knock offs” of these products on Amazon.com. Guide will wait for links or screen shots texted from youngest and middle student to place an additional

order.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 to discuss nutrition, movement, sleep and self-care.
- 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., very active cleaning).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

**4-11-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, percentages, patterns, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division, images to scale information, statistics, blueprints).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., continued cleaning with middle student to earn money towards online resources).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., cleaning) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., Ramon, corn and ham creation) and other practical situations (i.e., to determine best cleaning tool for locations).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Middle student received large desk protector and mouse pad in mail today. They held it up for others to read, explained what it represented, and read it aloud to guide. Middle student explained in detail what the images on the desk pad were and pointed out the B.A.D. (i.e., Big Airship of Doom) stats and abilities. They were very clear on the size of the image if it

were viewed in real life. Middle student reported they had found it while conducting online research.

- Student chose to experiment with current slimes. Student added various elements to existing or older slimes (i.e., dye, activator, additional glue, glitter, add ins).
- Students chose to order in for themselves. Oldest student opened Uber Eats app and searched for a restaurant they would like. Student used the app to search menus, customize food items, place in cart, and assist younger students with their order as well. Once everyone had placed their order in the cart, group went through the checkout portion of the app, entered a tip based on percentage and amount, chose priority delivery, and paid for the meals. Together they viewed screen offering an estimated arrival and latest arrival times. Students were able to periodically check the map on the app to see where the driver was located and what stage the food was on (i.e., restaurant preparing, picking up, on way, how many minutes out).

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around quality sleep, methods for falling asleep, worries at night, and the impact of sleep on overall wellbeing.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games, VR music experiences).



**4-12-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, height of jumps, fractions, patterns, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to estimate outdoor temperature; to cut pieces of Christmas tree into approximately 2 inch stumps; to estimate height of trampoline jumps).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., trampoline jumping, tree trimming) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., cutting tree, trampoline jumps).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students and guide chose to be outside while oldest student and their dad traveled to martial arts class. Middle student found tree cutter tool and proceeded to cut the branches of family's holiday tree off. Middle student also cut thicker pieces of the tree into 2 inch stumps for guide, youngest student, oldest student, and self for art projects or terrariums. Youngest student chose to create "water color paints" with sidewalk chalks and water. Youngest

student then chose to draw and paint on cement patio. Youngest student also stamped with water color paint and small wood stump from middle student. Following these activities, younger students jumped on the trampoline and ran with younger dog in the backyard. Younger students remained outside when guide and dog went inside and chose to look for toads. Younger students also used electric bike and hoverboard in the neighborhood.

- Student chose to try out their slime chemistry set with their dad.
- Students returned outside when oldest student came home to further explore the yard for toads.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students explored their neighborhood and yard area to see what wildlife and plants they could identify.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed history of traditional education and the quote “I don’t want a nation of thinkers, I want a nation of workers” by John D Rockefeller. Rockefeller was reportedly considered an early education school system pioneer.

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government. Group briefly discussed the government’s role in traditional and public education.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group continued to discuss self-care, joy, and movement in daily life.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student’s playlists, music accompanying online videos/games).

## **ENRICHMENT**

- Middle student and guide discussed testing requirement for them (i.e., 5<sup>th</sup> grade). Youngest student asked about testing, what it entails, what grades require testing and if they could practice.

**4-13-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Younger students and guide chose to go to USC Rec Center park while students' dad was swimming at the indoor pool. Younger students and guide interacted with other hikers who asked questions about the trail.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, stats, levels, distance, height, weight, pitch, direction, money, online currency unique to each game/app, addition/subtraction, multiplication/division, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to estimated distance covered in hike and time before sun set).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., trail markers, Apple watch outdoor walk tracker) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to determine size of walking stick for guide, to estimate tree height, weight of rocks, direction to hike in, # of miles walked).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students and guide traveled to USC Rec Center park at students' request. Oldest student chose to remain at home after spending the day at the barn. Younger students and guide discussed guide's potential limitations with their boot on their right foot to immobilize their ankle. Group packed sandwiches, fruit and beverages for the hike. Youngest student packed a "first aid kit" in their cat purse. Group set out once they reached park for a woods trail that students wanted to try. Group discussed the flowers, nuts, insects, wildlife, trees and birds they were able to observe in the area as they hiked. Group was able to navigate to a stream in the park and observe ducks, fish, and clam shells there. Students found a large rock jutting out into the stream and chose to sit there to look in the water and eat their food. Students requested to take photographs of what they could see with guide's phone camera. Students took some amazing pictures before turning back to begin the hike to the parking lot. Group had calculated how far they had traveled, how long that had taken, when the sunset was predicted to happen, and whether they would make it back to the car before the sun set. Students observed how they felt being outdoors, walking and talking (i.e., happy, calm, mindful of their breath). Students requested to hike more often and again soon.

## **GEOGRAPHY**

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

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/videos).

## **ART**

- Student used photography to capture light and reflection in many beautiful images on the hike.

**4-14-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Students traveled with their dad to the USC Rec Center indoor pool. Students reviewed rules and guidelines of the pool. They interacted with other swimmers, life guards, and Rec Center staff.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, percentages, patterns, codes, depth of pool, pitch, money, online currency unique to each game/app, addition/subtraction, multiplication/division, temperature, timer, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to measure ingredients, mix and bake cupcakes).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., swimming, baking) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., baking cupcakes) and other practical situations (i.e., to determine the depth of the pool water).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group discussed social media posts guide had come across including a fun fact that bananas are not reported trees as they have no wood in them, rather they are herbs and the banana is the berry.

- Students' dad had dropped off family car at the dealership the previous day. The loaner car family was given was a Jeep Gladiator pickup. Students explored the rental vehicle and figured out the top of the Jeep was removable. Students and their dad removed the top due to the warmer weather while traveling to the indoor USC Rec Center pool.
- Students chose to experiment with cake mix and food coloring. Younger students gathered additional ingredients, measured them out, and mixed them to create pink cupcakes. Students baked these and shared with the rest of the family.

### **GEOGRAPHY**

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

### **SAFETY EDUCATION**

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

### **HEALTH & PHYSIOLOGY**

- Student continued 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 to discuss listening to your body, self-check ins, and decision making.
- 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., swimming).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, dad's playlist, music at indoor pool, music accompanying online videos/games).

### **ART**

- Student created art with food (i.e., cupcakes).

### **ENRICHMENT**

- Students each checked in with themselves and discussed their thoughts and feelings around the Carnegie Science Center's Fab Lab 101: 3D Printing class. Students were able to voice feeling tired, low energy and disinterested in heading to the Science Center on a Friday evening until later. Students chose to go with their dad to swim at USC Rec Center indoor pool.

**4-17-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student and guide traveled to local grocery store at student's request. Student read the aisle signs, product descriptions, prices and signs aloud in the store. Student interacted with guide, other shoppers, and grocery store employees.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten list of items needed) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, timer, baking temperature, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, speed, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., student continued their "store" and sold items to family for dollar prices; to calculate cost of groceries).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., grocery shopping, baking) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., baking sugar cookies).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Student discussed wanting to make sugar cookies from scratch, decorate them with sugar cookie icing, and share them with family. Student and guide brainstormed how to accomplish this goal. Student stated they had conducted online research and found a 3 ingredient soft sugar cookie. Guide thought they had actual sugar cookie icing at the grocery store. Student requested to check. Together they traveled to local grocery store where student also chose to shop for snacks, food items others would like, and sugar cookie icing. Student pushed a cart and gathered all the food items before taking their cart to a checkout lane and unloading it onto the conveyer belt. Together student and guide bagged their items, used their grocery discount card, and paid for their items. They returned home, put groceries away, and searched online for 3 ingredient sugar cookies.

- Middle student observed youngest student finding a recipe, gathering ingredients, measuring and mixing, then shaping and flattening dough for sugar cookies. Dough was dipped in additional sugar and oven was set to preheat. Sugar cookies were placed in oven to bake. When brown crispy sides and slight brown on top could be observed guide removed the baked cookies to cool for an additional 10 minutes. Middle and youngest student agreed to decorate the cooled cookies with the colors and cookie icing youngest student and guide had purchased at the grocery store. Family members taste tested the iced sugar cookies. Each person found them to be soft, delicious and the best sugar cookies that had eaten. Youngest student saved recipe found online to duplicate in future.

## **GEOGRAPHY**

- Student continued to use maps and other resources to navigate local roads to travel to grocery store.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Younger students and guide reviewed fire safety particularly when baking and when using an open flame such as the candle youngest student lit. Middle student offered a visual demonstration for how to strike a match without burning yourself or anything around you. They also showed youngest student how to extinguish a match, make sure it is out (i.e., run under water), and dispose of it correctly.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 discussion around worry, intrusive thoughts, coping techniques, and self-talk.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

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



student's playlists, music accompanying online games/videos).

## **ART**

- Student created beautiful tie dye icing looks on the sugar cookies they decorated. Student reported they created one for guide with a heart within a heart.

**4-19-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student chose to demonstrate how to create digital artwork with the many functions of their Procreate app. Student's artwork contained images and writing.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten words in artwork; ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten words on digital artwork) and on the computer (i.e., messaging, chats, online searches and research).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, geometric shapes, perspective, symmetry, color wheel, money, online currency unique to each game/app, addition/subtraction, multiplication/division, Procreate app, computer science and visual design).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create digital drawings with Procreate app).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., digital drawing and artwork) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed younger family dog, Neo's, same day early vet appointment. Neo traveled to vet with guide to receive both a Bordetella vaccine (i.e., kennel cough prevention) that is administered as a nasal spray every 6 months per family's training, boarding and grooming

facility's requirements and a Cytopoint shot for canine allergies. Group discussed reasons for the appointment; what Neo was given and why; and possible reactions or side effects that might be observed (i.e., increased fatigue, pain or discomfort in right rear leg due to injection site, hopefully decreased allergy symptoms). Group discussed seasonal allergies in humans and animals.

- Student offered to provide guide with a demonstration on the many functions of the Procreate app. Student showed guide how to create “a perfect sphere,” a flower shape, a heart, triangles, and other geometric shapes as part of a Procreate function. Student also walked guide through adding color to outlined areas in a drawing; creating layers for different parts of a drawing so that those pieces can be worked with separately; how to modify a drawing with other functions in Procreate (i.e., blur a line, create texture like fur or curly hair, pencil lines, paint brush look, etc.); and how to change the background color. Student also showed guide how to enlarge a drawing to add details or color in a small area then resize to its original smaller shape. Guide also asked if student could walk guide through their learning process (i.e., how did you discover this part of the app? how did you know how to do \_\_\_\_? what was it like for you to figure this particular thing out? etc.). Guide and student discussed student's impressive progression over the year with both their digital art and their Procreate app skills. Student reported they draw in Procreate almost every day and this practice helps with improvements with drawing in general and with Procreate specifically. Guide did not know the frequency that student used this app.
- Student also showed guide an app they had used for video editing and animation, CapCut.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Youngest student reported over the past week that they are increasing their movement and would like to do so even more in future weeks. Guide offered observations of this (i.e., outdoor play, walks, hiking, running, hoverboarding outside) when asked by youngest student for noticings. Middle student stated they were loving the warmer weather and would like to increase hiking and walks.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student demonstrated digital drawing and digital artwork with handwritten words in their Procreate app for guide.

## **ENRICHMENT**

- Student requested to stop at the local mall after their community appointment to check out summer shoes, specifically crocs. Guide requested student try the shoe type on to feel whether it is something student would actually wear. Student explored several stores to find a pair of crocs that they found visually appealing. Student then tried several pairs on and found them uncomfortable without enough support. Student then tried on a pair of cushioned slides and chose those instead. Upon returning home, other students stated they also would like to go shoe shopping. Guide will follow up with this activity when they can.

**4-20-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, decimals, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine cost of desired items online).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., online research, digital drawing) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to determine size of stuffed animal online).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student conducted online research to determine which stuffed animals from the FNAF collection student would like to order. Student chose tie-dyed options, took a screen shot, and texted it to guide. Together they ordered these choices at the Funko website and calculated about how long it would take for the items to arrive.
- Group discussed guide's same day trip to the dentist for 6 month cleaning and checkup.

Guide described how they had talked with their hygienist about extended family members losing teeth. The hygienist let guide know that post-COVID the number of individuals who had teeth fall out had increased greatly due in part to clenching, grinding, and other stress-related behaviors. Guide's jaw and teeth were x-rayed and checked for any bone loss or tooth movement. The dentist informed guide they did not see any cause for concern. Guide shared this with students for their own dental health history and reminded them of guide's previous procedures with a periodontist.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 discussion around nutrition, movement, sleep and self-care. Group also discussed the impact of these factors on dental health as well as family dental health history.
- 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 (i.e., student's playlists, music accompanying online videos/games).
- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

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

## **ENRICHMENT**

- Guide researched and learned about Slime Time, a store location where individuals or groups could go to create their own slimes with the supplies provided for a cost. Such a location had opened near family at a local mall. Guide looked for their open hours, cost, and reviews then checked in with students to see if this would be an activity of interest.

**4-21-23**

## **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 reading selection; PC and Ipad apps/games; other online content; Slime Time signs, documentation, and prices).
- Younger students and their dad traveled to a new activity for the first time (i.e., creating your own slimes with supplies provided at a local Slime Time location). Students interacted with Slime Time store staff.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, speed, GPS, store location within shopping center).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate how many slimes they would make based on participation costs; measuring ingredients to create own slimes at Slime Time).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., slime) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., slime creations at Slime Time location).

## **SCIENCE**

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

Younger students and their dad dropped guide and oldest student off at the horse boarding barn then proceeded to travel to a local mall where a slime activity center, Slime Time, had recently opened. Younger students and their dad read through the signs and information detailing the cost per participation (i.e., 1 slime = \$, 2 slimes = a slight discount, 3 slimes = highest cost, highest discount). Middle student later described a miscommunication with their dad as he signed up and paid for both younger students to make 3 slimes whereas middle student wanted to make 1 to try it out. Younger students experimented with the slime making process at this location, checking out what types of slime could be made, what colors could be created, what add ins were available, and how much fun they thought it was. Students' dad observed the younger students were the only children participating at that time. Staff there let younger students and their dad know the weekends are usually their busy times. Younger students continued to play with their slimes after returning home.

- While younger students and their dad were making slimes and having a soft pretzel snack, oldest student and guide were at horse boarding barn grazing, exercising, and grooming their horses. After grazing the horses by hand (i.e., on a lead rope) and free range (i.e., horses off lead rope in a grassy partitioned off area with guide and student), oldest student offered to do groundwork and exercise with each of the horses due to guide's injured right ankle. Student led the horses individually through a series of poles both forward and backward as well as in serpentine patterns. Student would pause a horse during the pattern and give a different command (i.e., over, back, etc.) to see if the horse understood. Guide and student returned to barn area to clean the horses' stalls, give them water, groom them, and feed them their 3<sup>rd</sup> feed for the day. Students' dad texted guide to let them know they were on the way to pick up guide and oldest student.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Younger students and their dad explored a Slime Time location for the first time. To travel to it and the horse boarding barn, students' dad drove a new route. Younger students described all this and the Slime Time location to oldest student and guide.
- Student continued to use maps and other resources to navigate roads to travel to the horse boarding barn and a Slime Time location.

## **HEALTH & PHYSIOLOGY**

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

## **PHYSICAL EDUCATION**

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

## **MUSIC**

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



student's playlists, dad's playlist in the car, music played at Slime Time, music accompanying online videos/games).

- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

- Student created 3 of their own slimes with the materials provided at Slime Time.

**4-22-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, percentages, patterns, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to estimate time it takes to melt chocolate, time it takes to harden).
- Student continued to use mathematical concepts in free play (i.e., chocolate covered strawberries) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., chocolate covered strawberries).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student experimented with melting chocolate and dipping strawberries in; decorating with sprinkles, glitter, and drizzled melted chocolate; letting the chocolate harden; and offering them to 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.
- Continued discussion around self-check ins, listening to internal reactions or dialogues, and problem-solving decisions.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanied by online games/videos).

## **ENRICHMENT**

- Oldest student and middle student had registered the previous month to participate in same day Nerf Wars at a local Gym Sport. Oldest student demonstrated a self-check in and listening to their internal dialogue then vocalized to guide they did not want to participate. Middle student agreed. Guide informed students there was another option to participate next month if students changed their minds.

**4-24-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, angles, stats, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Middle student chose to cancel their ongoing monthly subscription for Fortnite. Student reported they will now be able to save up for things faster. Youngest student was aware of this plan and chose to follow suit.
- Student continued to use mathematical concepts in free play (i.e., digital drawing) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Students all chose to continue an ongoing Mine Craft world together. Together they build and decorate buildings each in their own home near each other; establish farming land with wheat to harvest and use; create beautiful landscapes with flora, fauna, and water sources; go mining for needed elements to use in building; and domesticate and train various animals.
- Student chose to experiment with modifying a set of smaller tires that came in their RC Building Kit. Student had originally replaced the smaller tires with much larger tires they had purchased separately.

## **HEALTH & PHYSIOLOGY**

- Student continued 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 discussion around illness, rest and self-care.
- 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 (i.e., student's playlists, music accompanying online videos/games).

## **ART**

- Student created art with architecture, landscaping, and worlds in Mine Craft.

## **ENRICHMENT**

- Oldest student's violin instructor let guide know about a final group lesson with instructor this Friday, April 28<sup>th</sup> at 6:30 p.m. as well as a music recital on Saturday, May 20<sup>th</sup> at 5:30 p.m. Guide checked in with student about participation in each and student stated they would like to attend and perform at both. Guide will attempt to shift the family's schedule to reflect these commitments.
- Guide followed up with middle student to determine if they would still like to participate in Friday, April 28<sup>th</sup>, prior commitment (i.e., Carnegie Science Center's Fab Lab 101: Circuitry and Soldering). Initially middle student, oldest student, and their dad were going to participate. Guide offered middle student and their dad multiple choices including to Uber to Fab Lab 101 class and other students will drive with guide to same night music class. Middle student stated they were fine not participating adding they are at a point they would rather take a break from classes. Guide will go with oldest student to Group Violin Class while remaining students will stay home with their dad.

**4-28-23**

**READING**

**4-28-23**

**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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

**WRITING**

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

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, stats, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division, RC Building Kit, cleaning).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., student continued to engage in spring cleaning to earn \$\$ for future purchases or current online resources in games).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., RC Building Kit) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in cooking (i.e., making own meal) and other practical situations (i.e., cleaning tools appropriate for specific cleaning jobs).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students chose to clean with their dad while guide and oldest student were at Group

Violin Class. A preset \$ amount was identified for the work to be completed and younger students worked together to complete the tasks at hand.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Middle student made a meal for self and other students. Continued to discuss self-care and sleep. Younger students noticed how different they felt and acted when able to get the amount of sleep they needed to wake feeling rested. Middle student stated they would like to stick with their current schedule of going to be earlier and rising earlier.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/videos).

**4-29-23**

## **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 reading selection; PC and Ipad apps/games; Virtual Reality games, instructions, playlists, names, and other written content; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e. group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, codes, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create own slimes).
- Student continued to use mathematical concepts in free play (i.e., slimes) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., to create own slimes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Youngest student requested slime making supplies from their dad. Together their dad and student researched online the best dyes to color slime. Student's dad ordered these as well as all other ingredients needed to make slimes. Once the delivery arrived, younger students gathered the necessary ingredients; measured and mixed the ingredients; added dyes and made their own slimes. Students spread out slimes on the countertops and added additional dyes as needed. Younger students showed guide and oldest student when they returned from barn.

## **PHYSICAL EDUCATION**

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



## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).

## **ART**

- Student created their own original colorful slimes.

**5-2-23**

## **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., handwritten lists, notes to group members; ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, outside temperature, distance, speed of electric bike and hoverboard, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine battery power, speed and distance with electric bike and hoverboard; to calculate outside temperature).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., sibling's electric bike and student's hoverboard speed/distance/center of gravity/balance) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students engaged in active outdoor active play. Students observed the differences in balance and speed between electric scooter, electric bike, and hoverboard when riding these uphill or down.
- Oldest student and guide participated for the first time in a Blown Glass Terrarium class, Beginners, 14 years old and up, at the Pittsburgh Glass Center. Guide and oldest student had

the opportunity to walk through the surrounding neighborhood as well as explore the art gallery and local artist glass shop within the Glass Center before class. Guide bought a beautiful hand crafted bowl and was able to meet the artist who was one of the 3 instructors for the Terrarium class. Participants gathered in the lobby before being led by an instructor to the top floor Glass Blowing Room. The instructor discussed the format of the class, the furnaces and kilns used, the materials used for the class, safety rules, and participants' roles for the evening. The instructor then introduced the remainder of the instructors and Glass Center individuals before asked for 3 volunteers to begin the class. While the volunteers and their partners or group were blowing their first of two glass terrariums, guide and participant checked out the color options for when it was their turn. Participants could choose up to 2 colors per terrarium and more transparent colors were suggested if plants would be placed in the terrarium. If a combination were chosen (i.e., opaque and transparent), the transparent color choice would be applied first and be more plentiful whereas the more opaque color would be applied second and cover less. Instructors explained every aspect of the glass blowing process, gave details about the techniques and tools used, and answered any questions asked. The first terrarium created was demonstrated and done solely by the instructor groups worked with. With the second terrarium, participants were able to heat the molten glass into a workable circular piece, rotate the glass blowing poll to maintain its shape, add the color choices, and hand it back to the instructor to continue the glass blowing process. Guide and student had a great time beginning to learn this unique skill. Participants are invited to pick up their pieces in 5 days after properly cooling. Student picked out the glass pieces they would like to purchase upon returning. Student and guide showed the rest of the group pictures and video taken at the Glass Center and described their experiences in detail.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Guide and oldest student described the safety protocols at the Pittsburgh Glass Center given the glass furnace, kilns and open flames on the Glass Blowing Room's floor.

### **HEALTH & PHYSIOLOGY**

- Student continued 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 to discuss self-awareness, sleep, overall wellbeing, and self-care.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play, outdoor exploring, electric bike and scooter riding, hoverboarding).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).

- Student continued to have the opportunity to pursue their own musical interests when ready.

## **ART**

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

## **ENRICHMENT**

- Guide and oldest student created a plan to travel the 2 minute drive from the Pittsburgh Glass Center further down Penn Avenue to the Black Cat Market when they return to pick up their terrariums. The Market is a combination coffee shop, art gallery and cat rescue/cat play shop. Guide will follow up with rest of students to see if they would also like to come.

### **5-3-23**

#### **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 reading selection; PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; music, singing).

#### **WRITING**

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

#### **SPELLING**

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

#### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, distance, fractions, patterns, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., hoverboarding) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

#### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students engaged in outdoor play and exploring. They found a birds nest in a small tree in family's front yard and looked inside to see one small blue egg. No adult birds appeared to be in the near vicinity. Students informed guide who let them know oldest student had found the same nest the week prior with the egg. All agreed to leave the nest alone. Group discussed how there are 3 birds who produce blue eggs common to the area (i.e., American Robins, Eastern Bluebirds, and Red-Winged Blackbirds). Youngest student reminded group of prior online research where results stated it is illegal to take/keep an American Robin's egg in PA.

#### **GEOGRAPHY**

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

the world through travel, maps, play and stories. Group continued to discuss common birds in their area and in PA.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed what their options are if they find a hurt or baby animal (i.e., potentially abandoned Robin's egg). Guide described rescue or rehabilitative organizations such as the Humane Society as well as private organizations like guide's former supervisor's involvement with a Fawn rescue.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group discussed how each member had been increasing their daily movement. Students stated the warming weather and sun definitely helped. Group agreed to increase family hikes and outdoor adventures.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed Vitamin D, where it comes from, links with depression, and supplements.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).

## **ART**

- Younger students took turns taking photographs of family cat, Oliver, and each other. Students requested to use guide's iPhone camera to take additional pictures.

**5-5-23**

## **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 reading selection; PC and Ipad apps/games; other online content; signs, trail markers, construction/paving instructions at USC Rec Center park).
- Family traveled together to USC Rec Center park per students' request to go on a family hike. Students observed construction and changes to a major local thoroughway/bridge area; read street signs; and noted aloud the paving project instructions for parking at the Rec Center.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; Virtual Reality chats with other players; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; use of audio files sent through texts; music).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research). Student described removing and replacing all letters on their keyboard to clean it noting which letters go where on an English speakers keyboard.

## **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., individual or group discussions; autofill; audio query feature of iPad).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, outdoor temperature, measuring, fractions, percentages, patterns, miles, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, mph, GPS).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating an estimated distance family could hike before sunset).
- Student continued to use mathematical concepts in free play (i.e., hiking) as well as age appropriate math related media (i.e., PC and Ipad apps/games).
- Student continued to use measurement in practical situations (i.e., size of walking stick, shoe size, distance hiked comparing mile markers and guide's Apple watch with distance traveled function).

## **SCIENCE**

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

Family chose to hike at USC Rec Center park trails per students' request. Family traveled to USC Rec Center park and encountered a community construction project previously discussed (i.e., widening of a smaller bridge and surrounding roads). Students were able to observe the progress of the project and discuss their thoughts and questions. The park's parking areas were also under construction (i.e., paving, repaving). Middle student read the signs aloud and family discussed alternate parking options. Students chose the trail to hike (i.e., an approximately 2 mile woodsy trail that leads to Chartiers Creek and back). Family observed wildlife (i.e., American Robins, Eastern Grey Squirrel, Eastern Chipmunk, a Cottontail Rabbit, Northern Cardinal, House Sparrows, and other birds) as well as flowering plants, non-flowering plants and tree life. Group attempted to identify flowers and plants particularly poison ivy or other rash inducing plants. Family traveled to the creek where the bank was mostly underwater due to the creek's levels. Attempts were made to view fish, river clams, crayfish, or other water creatures. Family observed ducks and geese in the creek. Students chose to explore further upstream at the creek while guide and students' dad remained on a rock outcropping to wait. Students ate picnic style by the creek before beginning the return hike before the sun set.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group expanded their knowledge of bridge expansion in Bridgeville as well as additional paths around the USC Rec Center park.
- Student continued to use maps and other resources to navigate roads to travel to USC Rec Center park.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group continued to discuss the observed impact of increasingly warm weather, sunshine, and outdoor adventures.
- 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., hiking).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online videos/games).



**5-20-23**

## **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., PC and Ipad apps/games; other online content).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten note in card for oldest student) and on the computer (i.e., messaging, chats, online searches and research, texts, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, patterns, percentages, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division, speed of electric bike).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Younger students chose to participate in spring cleaning options to earn additional monies to put towards online resources.
- Student continued to use mathematical concepts in free play (i.e., outdoor play) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students continued to offer factual information they found during online research.
- Student also continued to create original slimes with ingredients and add ins they had available (i.e., glitters, beads, colored dyes and powders).

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around ways to show support for others including being

present, showing interest in others activities/interests, and supportive options when not present (i.e., card and flowers to congratulate oldest student after recital).

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

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/videos).
- Student continued to attend or perform in live performances. Oldest student performed their same day recital piece live throughout the day and younger students and guide were able to be present for this performance prep.

### **ART**

- Student continued to create original digital art with their Procreate app.
- Student also continued to create original slimes with ingredients and add ins they had available (i.e., glitters, beads, colored dyes and powders).

### **ENRICHMENT**

- Younger students and guide discussed option of taking a set amount of time (i.e., over the course of the next learning year) to engage in supportive behaviors for those they care about.

## **5-23-23 to 5-26-23**

Guide blocked off family's schedule for May 23<sup>rd</sup> through the 26<sup>th</sup> for students to complete necessary testing. Oldest student and middle students, grades 8<sup>th</sup> and 5<sup>th</sup>, set aside this time to focus on and complete the CAT test per Pennsylvania homeschooling requirements.

### **ENRICHMENT**

- Group followed up on prior conversation for learning opportunity—Young Eagles: Free Flights For Youths 8-17. This program will be held at a local airport 1 hour north of Pittsburgh and will offer a free interactive educational class from 10 a.m. to 1 p.m. that includes the youth going up for a 15-20 minute airplane ride with a certified pilot to experience aviation first hand. Safety is a focus as is the mechanics of aviation, career options, the science of flight, and other topics that participants are interested in. Students were able to verbalize their thoughts and feelings around this opportunity as well as reasons for not participating. Students were not registered for event.

**6-1-23**

## **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., PC and Ipad apps/games; other online content; Pittsburgh International Race Complex signs, written documentation, food truck menu).
- Group traveled to Pittsburgh International Race Complex in Wampum, PA, to participate in a drive along with a professional driver (for 2 older students) as well as watch students' dad drive the racetrack while standing in the pitt area. Group interacted with Xtreme Xperience staff and drivers as well as other participants/observers.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, texts, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, tempo, money, online currency unique to each game/app, addition/subtraction, multiplication/division, distance, mph, GPS, speed of race car, dimensions of track).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., money; acceleration and deceleration when driving on a race track with the specified turns/straight aways; speed of vehicles).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses. Student requested to purchase a beverage and snacks at the race track food truck.
- Student continued to use mathematical concepts in free play (i.e., to use electric bike around neighborhood, cooking for self, purchase ice cream from neighborhood food truck) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through research, experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to the Pittsburgh International Race Complex in Wampum, PA, to participate

in the students' dad's birthday activity that included two Xtreme Xperience ride alongs with professional drivers (for 2 older students plus guide or students' dad) as well as students' dad driving around the racetrack in 2 different types of Porche GT vehicles while students and guide were in the pitt area. Older students each chose a parent to ride along with and experienced a professional driver instructing the group on racing etiquette, skills, speed, turning, braking, safety and other tips during the 3 laps around the track. Youngest student took photographs and videos of the cars, activity and group members. The older students described their experiences for youngest student who did not desire to ride along and did not meet the age restrictions to participate. After the students and guide watched the students' dad drive 2 separate vehicles for 3 laps each, the group moved to the food truck area and students ordered a snack and beverage for themselves before heading home.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through research, travel, maps, play and stories.
- Student continued to use maps and other resources to navigate local roads to travel to the Pittsburgh International Race Complex in Wampum, PA.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including those involved when participating at the Pittsburgh International Race Complex for an Xtreme Xperience.

## **HEALTH & PHYSIOLOGY**

- Student continued 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. Student has continued to independently engage in daily outdoor exercise and play (i.e., trampoline, walk, riding bike).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student's playlists, music accompanying online games/videos).

## **ART**

- Student photographed and videotaped the Xtreme Xperience activity.

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## **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 reading selection; PC and Ipad apps/games; local craft store products, signs, prices, written materials).
- Younger students and students' dad traveled to the local craft store to collect supplies for students' proposed projects.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., lists, artwork signing, ongoing reading of online content; group & individual discussions; verbal and written chat/messaging with online friends; integrating use of new English words learned through videos, discussions with guide, listening to others in household; texts, music, singing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, chats, online searches and research, 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., individual or group discussions; autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, measuring, fractions, patterns, percentages, money, online currency unique to each game/app, addition/subtraction, multiplication/division, GPS, distance, mph).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to purchase crafting supplies within set budget).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued ongoing use of monthly money received. Student also continued to use family created list of possible income sources (i.e., jobs performed for agreed upon amounts) to participate in jobs, calculate the amount(s) earned, and spend or save as student chooses.
- Student continued to use mathematical concepts in free play (i.e., electric bike speed/distance/center of gravity/balance, cooking for self) as well as age appropriate math related media (i.e., PC and Ipad apps/games).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Younger students and their dad traveled to local craft store to purchase supplies for students' proposed projects.
- Younger students continued daily activity schedule where they headed outside to bike ride around the neighborhood, play at the park, water guide's flowers, play on the trampoline, and

explore the backyard. Students informed guide of noticings and fun discoveries.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories.
- Student continued to use maps and other resources to navigate roads to travel to a local craft store.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Reviewed fire safety with lit 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.
- 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., bike riding, running, walking, trampoline jumping).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., student playlists, music accompanying online games/apps/videos).

## **ART**

- Student continued to create art inside with slime materials and add ins. Student continued to create art outside with chalks and water to create artworks with watercolors created by wetting chalk.

## **ENRICHMENT**

- Group discussed June as Pride Month and various local activity options (i.e., The Pittsburgh Pride Parade; Dream of Hopes: For The Lost Voices queer youth arts group production celebrating the 20<sup>th</sup> anniversary of Dream of Hopes organization; supporting local businesses who are celebrating/recognizing Pride; displaying Pride flags at home).
- Group also discussed other June recognitions including the students' dad's birthday, Father's Day, Indigenous People's Month, and Juneteenth.