



How to navigate the newsletter.

- ★ Starred classes have important information for next week.
- The underlined sections highlight this week's homework and any special details for the week ahead.
- Go check out the Journey Facebook page for all the action photos of these classes!

Class header colors =

HOMEWORK OPTIONAL CLASSES

HOMEWORK REQUIRED CLASSES

M: Girls of Grace

Taught by Megan Buxton

All Ages 

Today, we had a wonderful time together. We began with our devotional and then moved directly into our chapter books. 4th-6th graders are required to read chapter 3 of their Sarah, Plain and Tall book. 7th-12th graders must read chapters 22-24 in their Ann of Green Gables book.

M: Page Turners Club Literature for Young Minds

Taught by Megan Buxton

1st - 3rd 

Today we read a great book together! We read "The Glorious Flight," a story about a man and his determination to build and fly an airplane across the English Channel. We then talked about setting our own goals! Each student shared some goals with the class, and we drew pictures of ourselves achieving them. This week, please spend 10-15 minutes each day reading with your student and record it in their reading log.

M: Heros of Faith

Taught by Rebecca Cherry

1st-3rd / 4th - 6th 

This week, we learned all about Ruth! We discovered that heroes are loyal. We enjoyed a fun weaving craft, and the older kids got to play a game that showed loyalty!

Optional extension - read through the book of Ruth as a family this week!

M: Armour of Faith

Taught by Journey Team

7th - 12th 

This week, we tackled a tough question: "who created God?" It was inspiring to see your students dig in and defend their faith!

Optional extension - the younger kids didn't get a chance to watch the video. I'll post it on Facebook.

M: Pillars of Imagination

An Introduction to Architecture

Taught by Amy Johnson

All Ages 

In architecture, we worked on our two-point perspective drawings. I had the great joy of substituting (Mrs. Courtney) for this class and seeing your students' creativity and endurance to the challenging task of drawing this cityscape to as close to scale.

M: Logic Lab

Taught by Samantha Todd

1st - 3rd

This week we explored The Berenstain Bears: The Good Game and discussed what it means to be a good sport and work as a team. Students then split into two stations — one group played Pengaloo, a fun memory and strategy game, while the other solved mazes and even designed their own creative maze challenges!

M: Little Builders

Taught by Shannon Van Beek

1st - 3rd

This week in Little Builders, we read "Look at that Building" and then discussed how many buildings feature patterns. For our project, we used shapes and glued them in patterns to create a wall or tower.

Junkyard Engineering

Taught by Amber Cox

All Ages

1st-3rd

Your students got to be structural engineers this week. We talked about what is the most used and strongest shape when it comes to building design. We listed a few famous skyscrapers, and then I split them into teams to design their own skyscrapers using marshmallows and spaghetti noodles.

We made the task even more challenging by adding some high winds to their builds at the end to see which structure could stand unscathed.

4th-12th

Your students watched a short video detailing hydraulic systems and how they are used in everyday life. From elevators and animatronics to cranes and car lifts.

They were tasked with building mini elevators using a small hydraulic system. The 4th-6th grade class will continue their builds next week while the 7th-12th will move on to a more interactive system.



All Ages

Today in coding, the 1st - 3rd grade class finished Creating Art with Code and began learning about loops (iteration).

The 4th - 6th grade class finished coding loops and began coding with nested loops. This was a step up in complexity and the students did great!

The 7th - 12th grade class finished if/else coding (conditional logic) and moved onto coding while loops (conditional iteration). Many of the students finished and then worked on other coding projects like Minecraft Designer.

I am really impressed with each class and how their skills are progressing so quickly!

M: Design Lab Studio Digital Design

Taught by Alex Lutz

4th - 6th / 7th - 12th

The older students received their finalized posters today — it was so fun to see their faces light up seeing their artwork in print! Despite a few technical hiccups, we made the most of it by brainstorming a new mug design for the class.

The younger students worked on bringing their pajama designs to life on paper. Each was asked to create their dream pair and share it with the class — and they did an amazing job!

M: Crafting with Heart Exploring Handcrafts

Taught by Robbi Hilton

All Ages

In Handcrafts today, we made paper kaleidocycles! These were really cool. It was a nice break from our other projects, which we will continue next week. We also found that having precision was very important for making these successfully.

M: Culinary Creators

Cooking & Kitchen Chemistry

Taught by Emily Cook

All Ages

Today in cooking class, we made hot chocolate bombs to contribute to the Makers and Movers Fundraiser. We melted the chocolate, lined the molds, chilled them, added more chocolate into thin spaces, and chilled again before popping them out. The de-molding process was so satisfying! Then we filled them with homemade hot chocolate mix and colorful dehydrated marshmallows before sealing them. It was quite a process, but all the kids did such a great job staying engaged in this project.

All Ages

This week, in baking and decorating, we made blueberry muffins for the Makers and Movers fundraiser. They look so good!

Recipe:

Ingredients

For the muffins:

2 cups flour

1 cup sugar

2 teaspoons baking powder

1/2 teaspoon salt

2 eggs

1/2 cup (1 stick) butter (melted)

1/2 cup milk

1 teaspoon vanilla

2 cups (1 pint) fresh blueberries (washed, drained, and picked over)

For the streusel topping:

1/4 cup flour

2 tablespoons brown sugar (packed)

2 tablespoons sugar

1/4 teaspoon ground cinnamon

1/8 teaspoon salt

2 tablespoons butter (cold)

Instructions

1. Preheat oven to 400F. Prepare a muffin pan with cupcake liners
2. In a large bowl, mix together flour, sugar, baking soda, and salt. Set aside.
3. In a medium bowl, whisk eggs until smooth. Add the melted butter, milk, and vanilla, and whisk until combined.
4. Add the egg mixture to the flour mixture and stir until combined.
5. Fold in the blueberries. Set aside.
6. Prepare streusel topping. In a medium bowl, combine flour, brown sugar, sugar, cinnamon, and salt. Cut in butter until the topping is crumbly and coarse.
7. Fill the prepared muffin pan with batter. Will make 12 muffins, filled evenly, and mostly full.
8. Top each muffin generously with streusel topping.
9. Bake 18 to 22 minutes or until a toothpick inserted into the center of a muffin comes out clean.
10. Cool on a rack until completely cool before storing in an airtight container.

M: Equine Explorers

Taught by Alex Lutz

4th - 6th / 7th-12th 

This week in Equine Explorers, we dove into the skeletal system of the horse! Students discovered how bones work together to support movement and structure—then brought their learning to life by creating mini skeleton models using pipe cleaners.

We compared horse bones to our own, learning fun connections like how a horse's "knee" is actually like our wrist! This hands-on activity helped students see how amazing the horse's body truly is—built for strength, balance, and speed.

It was a fun, creative, and interactive way to explore the incredible design of the horse's skeleton!

Optional Homework:

Study the bones listed on the worksheet shared in the Google Docs to prepare for our upcoming Anatomy Jeopardy in a few weeks! There is also more detailed information about the skeletal system available in the Google Docs for those who want to dive deeper and learn even more.

[VIEW GOOGLE DOCS HERE!](#)

M: Life Skills

Taught by Samantha Todd

All Ages

Our focus this week was emergency preparedness. The younger students learned what to do in a fire or tornado emergency and practiced how and when to call 911. The older students dove deeper into the topic by learning about 72-hour emergency kits and discussing what essential items they would pack to be ready for unexpected situations.

1st - 3rd / Amber Cox

In class we made small fire starters for your students to take home and then headed outside.

The kids had a chance to try using flint and steel to create a spark with their kindling. Your students quickly found that its harder to make a fire that way.

4th-12th / Silvia Duthie

WATER FILTRATION! Students all knew the reasons we need to filter water and what happens if we drink bad water, especially stagnant water. I set up a system using a vine I cut out, putting one end in the dirty water, allowing the vine to carry the water through itself and come out the other end purified. It's a long process, but it works.

Students got to build their own water filtration system using plastic 2-liter bottles, layering sand, rocks and charcoal, and using a piece of material on the end of the bottle for the water to come through. It also can take a while for the dirty water to turn clear in this method, but it does work in time. I warned them that they still may want to boil the water if the source is suspect. Excellent work today!

M: Survive & Thrive 102

Taught by Silvia Duthie

All Ages 

WILD CLAY POTTERY - Using donated clay dirt from someone's backyard, students were able to turn it into usable clay in order to create pottery. The key was to smash the original dirt clay into as small of particles as they could. Then they needed to add 1:4 ratio of sand into their clay, so their clay won't break when it dries (since it shrinks). They added enough water to it to make it workable. Then they got creative and made pottery. I showed them some cool techniques to make that part easier. Great job. I'll link some videos in the comments if you want to check out more details... and also how you can fire up your pottery without a kiln.

All Ages

This week in ASL class, we spent time getting to know each other as I joined as the new teacher! Students practiced introducing themselves in American Sign Language using simple greetings and short conversations. We reviewed how to sign "Hello," "What's your name?," "My name is . . .," and "Nice to meet you." Everyone took turns working with partners to finger spell their names and put the signs together into a fun dialogue. It was a great start to connecting and building confidence in signing with one another!

In ASL class for grades 4-12, we focused on building everyday conversations through signing and practice. Along with greetings and introductions, students learned signs for different foods and drinks and practiced how to express their likes and dislikes using complete sentences. We also explored how to sign our favorite sports and combine them into short, natural phrases. The class did a wonderful job expanding their vocabulary and using what they learned to create simple, meaningful conversations in ASL!

Looking ahead, our ASL classes will begin learning a Christian song together! This will give students a fun and meaningful way to practice signing while connecting faith and language. Over the next few weeks, we'll be introducing the song gradually so students can learn both the signs and the message behind the lyrics. Our hope is to share it with families in a special performance at the end of the year.

Students are encouraged to continue practicing their signs at home using the website [Signing Savvy \(www.signingsavvy.com\)](http://www.signingsavvy.com). It's a wonderful online resource where learners can explore a variety of ASL vocabulary, including signs for their favorite sports! One of the best features of this site is that it offers different levels of ASL, allowing students to challenge themselves and grow beyond the basics. Regular practice will help strengthen their signing skills and build confidence in everyday communication.

All Ages

Today in music class we continued what we started learning last week with rhythm reading. We added eighth notes to our note bank!

We used the instruments to accompany the book "Alexander and the Terrible, Horrible, No Good, Very Bad Day". And ended the class watching a clip from the musical "STOMP". We had so much fun!

All Ages

Both days, Monday and Tuesday, we read through John 1:1-4.

We discussed how amazing it is that the “word” was in the beginning, and we explored what John meant when he said the “word”—referring to Jesus and the Bible—and how they already existed before the beginning and were present from the start!

This week, we played and learned about volleyball. We learned how to hit the ball the right way. “Bump, set, and spike!”

Next week, we will be playing and learning more about volleyball!!

M: The World's Story 2: The Middle Ages (History 6-8) Taught by Leah Sytsma

6th - 8th 

We did a review of chapter 9 which covered Japan and Korea and then ended our time having fun making origami objects like dogs and jumping frogs!

Homework: read chapter 10

broken up option

Day 1: pages 108-111

Day 2: 112-115

Day 3: 116-119

Complete Adventures of Marco Polo activity sheet

Digging Deeper:

Choose one from the following options to learn more about and write a short paragraph on:

Select one of the dynasties you studied in this chapter to learn more about

(websites to get you started)

Yuan dynasty https://www.worldhistory.org/Yuan_Dynasty/

Ming dynasty https://www.worldhistory.org/Ming_Dynasty/

Many Mongolians today are still nomads. Research what their lives are like. What do they eat? What do they wear? How do they spend their time? Include a drawing or picture

Research more about the Silk Road. Draw or include a map.

M: American History (History 8-12) Taught by Robbi Hilton

8th - 12th 

In American History I needed to step away, but they had a wonderful substitute. The class got to experience different stations regarding the different aspects of abolition and slavery. The class was able to walk away realizing the hardships and unfair treatment that the slaves experienced. I think it was really a time of great understand.

HOMEWORK: read chapter 12 and 13. Your student wasn't told this in class, so please make sure you let them know!

M: My Story and the World Around Me I (History 1-2) Taught by Megan Buxton

1st - 3rd



Today we worked on lesson 9! We enjoyed learning about our flag and the meaning behind the design and colors! One thing we spent some time talking about was at home safety. I encouraged each student to learn parents phone numbers and memorize their house address. Please practice at home with your student! For homework please continue lesson 9.

M&T: Exploring Creation with Anatomy (8-12) Taught by Silvia Duthie

8th - 12th 

Monday: Today, I gave all the students their quarterly report cards with their total grades so far. Everyone is doing well, especially adding in their efforts with homework, experiments, and attendance. Parents should ask them to show you their report cards.

We continued diving in deep into Module 5, learning all about how a muscle contracts, in full detail, with chemistry involved and neurons. We learned about action potentials sending chemicals that allow calcium ions to move specific proteins, opening up active sites in the muscles, allowing for actin and myosin to pull on each other, and how this requires energy in the form of ATP - which comes from ADP + P. We also learned how the signal is sent from the brain to the spinal cord and to the specific muscle with motor neurons that get close to, but don't actually touch a muscle - creating a synaptic cleft. We used 550 cord rope to show an example of the axon of a neuron and the bundles inside that get close to the muscle.

Tomorrow, we will do our experiment and finish up the module. Next Monday, all homework is due and the test will be given - open book exam. Remember, there's no coloring book assignments for this module.

Tuesday: We completed the Module 5 experiment, looking closely at the cellular structure of striated muscle tissue. After completing that, we went over the final parts of the Module. We learned about muscle tone. And we learned that ATP (energy) comes from 3 different routes, depending on the need: Aerobic Respiration, Anaerobic respiration, and creatine phosphate donating phosphate to ADP to create quick ATP in times of extreme short term need. We examined where lactic acid comes from and why muscles get sore. It was a great in-class discussion.

Next Monday, be prepared to bring in all homework and to take the Module 5 exam.

M: Kinder Chronicles

Taught by Shelia and Wanda

What a fun week of being a kindergartner! These students bring so much joy each week to our class.

Here is what we did:

Calendar/weather

Bible story

November Bible verse

Alphabet Soup Game

Gym

Handwriting without Tears letters X & Y

Art...creating items for the Makers Market on the 14th

Number identification and counting

Read a couple of Thanksgiving Books