



# GSB STREAMS

June 2021  
NEWSLETTER

SUSTAINABILITY • TECHNOLOGY • RESEARCH • ENGINEERING • AGRICULTURE • MATH • SERVICE

**Welcome to the STREAMS Newsletter!**  
**The students thrived and explored our beautiful campus all Spring!**

## Information

- Project Links:
  - [Lower School Biome Zoo](#)
  - [National Geographic Project Site](#)
  - [Spring Bingo Photo Collage](#)
- Important Dates:
  - **June 8th: Last day of school – Have a great summer!!!**

## Home Winds Updates

This spring continued to be filled with change on the farm! Our sheep and goats have grown a great deal this spring and went through the weaning process, when they are separated from their mothers and only eat solid foods. Some of the lambs now live on the farm of a Gill family! We will be acquiring a new ram this fall to diversify our flock. We also



have beautiful yarn that was spun from our fleeces that is available for purchase.

The garden has been busy! We have a nice variety of plants in the ground, including bush beans, peas (shelling and sugar snap), Swiss chard, tomatoes, potatoes, lettuces, and garlic, and we will continue to add more over the course of the season. We have even more growing in the greenhouse including zucchini, patty pan squash, some winter squash, pumpkins, cucumbers, sweet peppers, eggplants, and a variety of flowers.



In the garden, students helped with mixing soil for our soil blocks, which is how we start our plants. This means we mix several materials, then use a simple tool that compresses the mixture into a 2"x2" block, with a dimple in the top where we place the seeds. It allows for very careful seed ordering and precise placement of plants.

If you are interested in purchasing Home Winds products including: eggs and yarn - contact Mr. Lincoln ([elincoln@gsbschool.org](mailto:elincoln@gsbschool.org)) or go to the [Home Winds Page](#) for more information.

## Fourth Grade

Fourth graders continued their research on the NJ deciduous forest for the biome project, creating a virtual portfolio of all their work, including musical compositions, posters, artwork, and exhibit posters.



We learned about Bird Language in our *Owl Eyes* book and listened for different types of bird calls when we explored outside. As naturalists, students honed their senses with the “Fox Feet,” “Owl Eyes,” and “Deer Ears” strategies to begin our unit on senses and perception. The farm animals offered an interesting comparison to our senses of sight and hearing. We compared the structure of



human eyes and ears to those of the goats and sheep at the farm. Students constructed working models of the

eye to examine how the structures of the eye impact how it functions to allow sight.

To enhance our vision at a distance, we learned to use binoculars. We used binoculars to look more closely at the apiary. Students learned that there is a difference in appearance between bees and wasps, while understanding that each has an ecological and agricultural impact.

Chicken eggs from the Home Winds farm were hatched in the Lower School for all of us to see! There were two different colors of chicks. We can't wait to see what they will grow up into in the fall.

## Fifth Grade



The fifth-grade scientists were busy throughout the months of April and May working on their National Geographic Projects with Dr. Margaret Awuor Owuor (Dr. Maggie) from Kenya.

During these two months, the students learned about the ecology around our campus as well as the ecology of Kenya. The students mimicked her research and field work by mapping the land and learning about the ecosystem services that the land can provide other organisms and humans.

The students' project consisted of picking a plot and investigating the life that lives in their plot. Dr. Maggie showed them how to map, and then they created maps on their own by identifying species using the application SEEK by *iNaturalist*. Lessons from Dr. Maggie and Ms. Peña were embedded throughout the two months, explaining ecology

topics and skills such as ecosystem services, measuring, flagging, mapping, food webs, energy flow, keystone, and invasive species.

The students kept a weekly journal with their work and created food webs with the organisms that they found on their plots. They also made connections with the importance of preserving riparian zones and mangroves and completed infographics as their final products. The students concluded their long-term National Geographic project by presenting their highlights and takeaways. The students also wrote letters to our National Geographic scientist and the GSB maintenance team to thank them for helping us with our endeavors!



## Sixth Grade

Sixth graders have been busy enjoying the beautiful spring weather throughout campus. Students completed bird migration studies and spring scavenger hunts by hiking Home Winds to observe some of our migratory birds like the Bobolink.

We hatched chicken eggs from Home Winds, and the students were able to take them back to Home Winds after Lower School and Middle School students had a chance to observe our chicks. The students helped re-plant irises in



the garden and prepare seed blocks for sprouting a variety of produce as well.

We were thrilled to be able to host our annual Science Symposium in-person, which was so exciting for us all. The students worked hard all year on their experiments and should be so proud of their work. We wrapped up the year with dissections of earthworms, perch, and bullfrogs to observe the differences between the three organisms, but also to see the progression of evolution.

