

Cobblestone School

COBBLESTONE COMMUNITY NEWS APRIL 2008



Living Our Beliefs *The Gourmet Palate*

by Paula Wooters, Director

During the Renaissance period, art, science and technology were connected as equal disciplines. This symphony is beautifully illustrated in the work of Leonardo DaVinci. Making connections between subject areas and seeing the beauty, the structure and the patterns in our lives is a key component of Cobblestone School as well, an idea that experts in education are urging schools to revisit, and an idea that provided the theme for the National Association of Independent Schools' (NAIS) most recent annual conference which took place in New York City at the end of February. The conference was aptly named "Embracing the ReNAISSance."

A featured speaker at the conference was Sir Ken Robinson, author of the book *Out of Our Minds: Learning to Be Creative*. In addition to being a dynamic, entertaining speaker, his comments renewed my passion for providing a curriculum that honors creativity!

Robinson believes that the current trend of taking a forensic view of intelligence, (via standardized testing,) damages creative thinking. He cited a study in which a series of tasks were presented to people in different age groups to determine their level of ability in terms of divergent thinking, which equates with creativity. What was startling was the differences in the number of people in each group who came

Across the Curriculum:		Editor's Note	18
The Cobblestone Journey	2	Cobblestone Summer Camp	19
Education For Our Children's Future	10	Editor's Note	14
Play Reviews	11	Famous Artists Exhibit	22
Art Department	14	Photo Page	23
Sustainability: Earth Day and Beyond	16	Calendar of Events	24

out at a “genius” level in divergent thinking. At age 3-5, 98% of the participants registered a “genius” level. As the ages increased, the percentages decreased. Children in the 8-10 year old group had 32% of the respondents reaching the genius level, while the 13-15 year old group only had 10%. By the time they reached those aged 25 and older, there was only a 2% correlation with genius level divergent thinking. So, Sir Ken’s question to us all is, “What is it we are doing in our schools to destroy creativity?”

Robinson believes it is imperative to return to a closer connection between the arts, sciences and technology in order to meet the educational needs of our children. He insists this can not be done through the use of standardized curriculum and testing. We are missing opportunities to develop our most creative thinkers by standardizing. In general, one of the first things schools eliminate in the push for better test scores is the arts. This is contrary to what is needed.

Sir Ken equates standardizing with “fast food,” while customizing education to local purposes is analogous to “gourmet food.” The STEM disciplines; science, technology, engineering and math, are still important, but they have to be balanced with the arts. The colleges and businesses of the future will be looking for “gourmets” rather than “fast food junkies.”

So what does this mean for us as a school? Robinson’s theories reinforce what we are doing here at Cobblestone. By embracing the arts, making connections between disciplines and celebrating creativity, we are preparing our students for the future, for a world of new technological advances. Our students will eventually be the ones sought out by colleges and businesses because they know how to ask the questions, how to think outside the box and how to bring creativity to the table. We are indeed a school of gourmet tastes!

(Interested in learning more? Watch Sir Ken Robinson’s lecture "Do Schools Kill Creativity?" <http://www.ted.com/index.php/talks/view/id/66>)

Across the Curriculum *The Cobblestone Journey*

by Nancy Pigno, Bridget Mclaughlin, Jennifer Little and James Rolince

As the students progress through their years at Cobblestone School, their needs continually change. On Wednesday, March 18th parents were treated to a informative evening designed to show them first hand how our program addresses the needs of the students at different levels. At

Looking Ahead Night, teachers described how they approach both the curriculum and the changing social emotional needs of the students at each level. There were also visual displays throughout the building that highlighted the progression through the levels in the various curricular areas. Here is a look at each age level in detail.



The Lower Primary Group

Wonder, Curiosity and Play

The first floor at Cobblestone is a place of wonder, investigation, imagination and play. It is a rich environment, providing inspiring materials and activities for imaginative play and for hands on investigation. Each morning upon arrival, the children are free to play and explore. One morning a child might be transformed into a bird, flying through the space with wings of silk, as the children stage an impromptu play. The next day she might bake bread, watch her newly planted beans sprout, or help to create and run a store or restaurant. The children are free to follow their inspiration when they are outside as well- they run and chase, play soccer, turn over rocks to observe the creatures who live below. They balance on stumps, jump onto piles of leaves, build snow tunnels, and use the rocks, leaves and berries they find to decorate their elaborate outdoor forts.

Engaging with the natural world through play, exploration, observation and study is an important part of life on the first floor. We seek to nurture an appreciation for and a connection to the seasons and cycles of nature. Our classrooms extend to the grounds outside, as the children

feed the birds, compost and garden. This year, activities included pressing our own apple cider and tapping the maple trees in our front yard to make maple syrup.

Much of our time is devoted to investigating a theme. Our investigation is fueled by our curiosity. The children ask questions, and we search for the answers using books and artifacts, by performing experiments, learning from visiting experts and taking field trips. The projects that ensue are exciting and meaningful. This year the children in one group worked together to create a giant model of the digestive system to climb through. The other groups are currently working on presenting their own art exhibit in order to share their learning with the larger community.

Throughout their school day, students explore language as they listen to stories, sing songs, and read the morning message. They read books with their classmates and older reading buddies. They enjoy telling their own stories and writing their own books. They frequently create illustrations of what they have learned which they write about as well.

Students undertake science discoveries by engaging in experiments, making scientific drawings, looking closely at natural objects under magnification or diving into books. Math, at this level, is a hands-on exploration; the children play games and use materials to explore patterns, build number sense, and solve problems. Math is incorporated into our everyday learning with fun, engaging activities such as estimating winter snowfall, graphing the kinds of faces are most often carved on pumpkins at Halloween, weighing 100 items on the 100th day of school, or measuring out the length of the small intestine.

Students on the first floor also enjoy music, Spanish, games, art, and yoga instruction. Art is incorporated into all of our studies and includes the exploration of a variety of materials. Movement and song is incorporated into our day as well, with activities such as finger plays, dancing, poetry, and story acting.

Children at this age are naturally curious and excited about learning. School is a joyful experience for them; they are excited about learning and exploring new things and they delight in their own accomplishments. Each child is a vital part of the learning community, as all the children have much to offer the group as a whole. Next year, expect your first floor child to be learning alongside children of different ages, as all the groups will be multi-age. You should also expect some changes in the schedule to allow for a minimal number of transitions during the day.



The Upper Primary Group

Emerging Independence

The Upper Primary Student is ready for more independence. On the second floor, children

have their own lockers and sign an attendance book upon arriving at school each day. Although, most mornings start with a free choice period, morning work becomes a more predictable part of their routine.

Writing becomes an emphasis at this level. The children spend a significant amount of time engaged in enjoyable, meaningful writing activities. The foremost goal is for children to enjoy writing. They learn that writing can be an opportunity to tell their own stories, and to write about what they are learning. Writing is shared with others, and the students discuss ideas and make suggestions when sharing their work. Often writing accompanies artwork. One such high interest project was a writing project based on animal paintings they did with art teacher Cathy Feinen. Writing pieces naturally followed, as the children were excited to tell about the animals they had created.

Mechanics of writing, such as sentence structure and identification of nouns and verbs, is taught through games and other engaging activities. Direct instruction is given in phonics for spelling and reading. The children use spelling dictionaries when composing and editing their work. They enjoy creating published works for a designated purpose. For example, children at this level write and illustrate their own short news stories for their classroom newsletters.

Reading instruction is done with either paired reading or a small group reading together. Instruction topics are determined by children's needs. Children reading together stop to ask questions at the end of each chapter, then discuss their ideas. The children write about books that they have read. The occasional morning work is

designed to have children practice reading directions and working independently. This year, map reading has been a focus.

The seven year old group still maintains a connection to their younger friends on the first floor, sharing outside time with them and visiting during lunch time. They also have attended first floor presentations and given presentations on photosynthesis and medieval times to the younger students.

The Upper Primary group is paired with their Intermediate Group neighbors as well, as they attend each other's events, eat lunch together, share outside time, travel to the YMCA for PE, participate in team building activities and take field trips together.



The Intermediate Group

Expanding Outward

Developmentally, students at the Intermediate level have an increasing awareness of their presence in the world and how they interact with others. They become more aware of group dynamics and need support with navigating through their social relationships. Students at the Intermediate level continue to build on

previously taught social and academic skills and acquire new ones. Teachers support the children as they develop skills and habits of making choices, remaining focused, and working independently.

Our curriculum rotates through a two year cycle where the focus during our theme time will cover Social Studies and Science topics appropriate for 8–10 year olds. The children are given opportunities to ask questions about our theme topics that allow the teachers to guide them through pursuing their areas of interest.

The Intermediate level teachers are able to work as a team on many activities, yet divide the groups by ability when necessary, such as for math and reading groups. The connected classrooms allow for this flexibility with grouping to occur more easily.

Students begin school on Mondays by reading and responding in a dialogue journal where they communicate with their discussion group teacher. Discussion group gives us time to get caught up by bringing up anything that might be happening in the classroom or outside of school that the children want to share. This is also a time where students share writing homework assignments with one another and receive feedback from peers.

Children have an opportunity to do independent research at this level. The students select a topic, persuade their teacher to approve their choice, and develop questions about the topic. The students use various sources, from interviews to the internet, to obtain information about their topic and to answer their questions. The culminating event is a research fair where

children demonstrate their learning in a variety of ways, including posters, dioramas, PowerPoint presentations, and oral reports.

Math topics include multiplication, division, addition and subtraction for large numbers, graphing, probability, geometry, and measurement. Book Clubs are designed to work with children at their instructional reading level. Chapter books and a variety of genres, such as plays, poetry, periodicals, and biographies are explored within a book club. Cursive handwriting skills are introduced at this level. Homework is given Monday through Thursday and is always connected to our daily learning. P.E., Music, Art, and Spanish are similar to what your child has been doing at the upper primary level.



The Lower Middle Grades

Making Connections

At Looking Ahead Night, Jennifer Little, Lower Middle Grade Teacher told the audience, “I’ve been a teacher here for a while and I’ve had my two daughters at Cobblestone from Kindergarten through the Middle Grades and even though I’d be here everyday, as they moved up from the First Floor, I remember wondering what would change

and what would stay the same. I realized that because of the coherent and consistent philosophy here, and the amazing teachers, the things that stayed the same as they progressed were the reasons we were all here in the first place. “

In the Lower Middle Grade program, classes are set up as democratically as possible and children benefit greatly from having a say in classroom rules, providing them an emotionally and physically safe place to learn. The belief that children are uniquely developing with different strengths and ways of being intelligent is conveyed to children by all of the teachers. We try to help children find and hold their strengths and passions close as they stretch and grow in areas that challenge them.

Discussion group continues to be very important in this regard. We use this time to discuss issues that arise within and around us. Individual struggles and triumphs, current events, social issues both within and outside of school, are regular topics. What is also important about discussion group is that children’s interests, as expressed in the discussions, help us to shape the curriculum so that it is alive and meaningful for them. At this age, children are deeply concerned about social issues and fairness in their personal world and in the broader world so there is a lot of opportunity for productive discussions, which can lead to directions in the curriculum or group projects, (such as the fundraising effort for Heifer International that is in its third year). One could say that we begin the school year with an armature for the curriculum and then guide the children in creating the defining details throughout the year. For example, some students came in

the fall with information and questions about illegal immigration. These discussions lead to readings and research; some children read a literature book related to the topic, and recently a speaker from Mexico shared a documentary he created with them. These kinds of meaningful learning opportunities often arise in the discussion groups.

Because of their concerns with justice and fairness and their desire for independence, we teach them to work in cooperative groups that have defined and rotating roles (facilitator, scribe, questioner, etc.) that help them model and share leadership skills. These groups are beneficial in our literature groups and for social studies and science.

Many children this age still crave activity and because they tend to be extremely socially interested, they enjoy learning through group projects, simulations, and different hands on opportunities that allow them to show their learning using multiple intelligences. Examples are simulations such as roller coaster activities involving the study of force, motion and kinetic energy. Presently, they are learning about Egypt through cooperative group work by creating 3-D timelines, clothing, villages, and a culminating Wax Museum. Language Arts, Social Studies and Research are woven into most content areas and children find that there is a lot of writing in the LMGs.

As for math, the children are grouped according to whether they are a first or second year student. Keeping in mind the math standards, we pull from both the Connected Math curriculum, which emphasizes finding multiple strategies and real world applications of math concepts, and the

Math Steps curriculum, which focuses on teaching the computation skills that they need to memorize.

In the LMG children continue to study foreign language and have music classes and art classes. We also integrate art into the curriculum with many of the units we study.

We still devote a number of weeks to the Play. Children decide on their play with the help of teachers. Usually the plays relate to some aspect of what we are studying and History, Language Arts, Math and Science can be integrated into the unit. Sometimes the plays are full length, if the groups work together, or they can be two forty- minute plays.

And last but probably most important to your children, we still make use of our beautiful green space every day for at least a half an hour of Outside Time.

Some Enchanted Evening, The Songs of Rogers and Hammerstein

Friday, May 2, 2008 7:30pm

A Magical Journey Thru Stages, a community theatre company, has partnered up with Cobblestone School for this fundraising event. Well known songs and dances from Oklahoma, Sound of Music, The King and I, Carousel, and many others will be performed! Please help make this fundraiser a success by helping sell tickets. Tickets are available in the office.



The Upper Middle Grades

Emerging Leaders

The UMG students start every day with a 30 minute morning work period devoted to developing writing techniques or discussing and reacting to current events. The remaining morning time is divided into two 70-minute blocks that are devoted to core curriculum: math, science, social studies, or language arts. In the afternoons the students have instruction in music, physical education, art, and foreign language.

Students are divided by grade for math instruction. The first year curriculum includes the study of fraction operations, measurement and scientific notation, integer operations, percents, probability, equations, inequalities, functions, statistics, and basic algebraic concepts. The second year curriculum involves a deeper investigation of topics from the previous years, with the additional introduction of more complex algebraic concepts, geometry, and problems involving monomials and polynomials.

The science and social studies curricula are derived from students' questions, current events, and topics relevant to students' lives in the UMG. These curricula also attend to topics traditionally covered in 7th and 8th grade NYS curricula (Biology and Chemistry in science; American History in Social Studies). This year and in recent years, students studied anatomy and physiology, genetics, astronomy, health and nutrition, and forensics. In addition to American history, students also recently studied Rochester history, and attempted to answer these thematic, essential questions: What does it mean to be an American? What does it mean to be an American in the world? What does it mean to be human?

Literature is selected based on students' interests, themes studied in other content areas, as well as the general needs of the classroom. Students have specific roles in their literature circles, acting as summarizer, illustrator, making connections, predictions, etc. Recent texts include *The 7 Habits of Highly Effective Teens*; *Lord of the Flies*; *Ashes of Roses*; *Stargirl*; *Crash*; *The Giver*; *To Kill a Mockingbird*; *I Know Why the Caged Bird Sings*, *The Outsiders*; *Of Mice and Men*, and *House of Stairs*. Literature study is also incorporated in social studies, (Examples include *War Comes to Willie Freeman*, and *Behind Rebel Lines*.) and science through an assortment of informational articles.

In Writing Workshop, students first develop their writing territories, which are lists of topics of personal interest, such as memories, likes, dislikes, hobbies, and experiences. The students then receive instruction on how to develop their ideas into compositions. Instruction also focuses on each student's writing process, placing an emphasis on the revision stage. Students meet in

writing groups, as well as with teachers ,making efforts to extend and clarify the ideas and supporting evidence in their writing. Students are encouraged to work in a variety of writing genres and to write in genres outside their general comfort zone – For example, students who prefer to write for information are encouraged to work in creative and descriptive genres, and vice versa.

When moving from the LMG to the UMG, the students will notice some aspects that are unique to the older grade level. UMG students do not have desks. Personal organizational habits and study skills are emphasized. The curriculum is still generated from students' questions, but greater attention is paid to the NYS 7th and 8th Grade curriculums in Social Studies, Science, and Math.

Students run their own theatre company, the Cobblestone Players. The theater company plays critical roles in not only selecting and performing the play, but also in designing the set, acquiring costumes and props, selling tickets, creating a program and selling advertising space to local organizations. Students work in various committees, headed by experienced 8th graders, to ensure the play is a theatrical and financial success.

Students also work in committees to plan a five-day trip to a destination that provides an extension of learning opportunities related to the themes studied and questions explored throughout the year. In past years, the UMG traveled to Montreal, Cleveland, New York City, and Washington, DC.

UMG students are responsible for the overall production of the yearbook. They compile

pictures, write text, assist in general design, and create their own pages.

To mark the end of their journey here at Cobblestone, graduating students take part in a ceremony in which the school community recognizes and honors their contributions to our school. The graduates also write and give commencement speeches. Graduation is a tearful time, a bittersweet occasion when we say goodbye to the young people who we have held dear. It is also a time for celebration and pride, as our graduates spread their wings, prepared for the challenges and joys that await them.

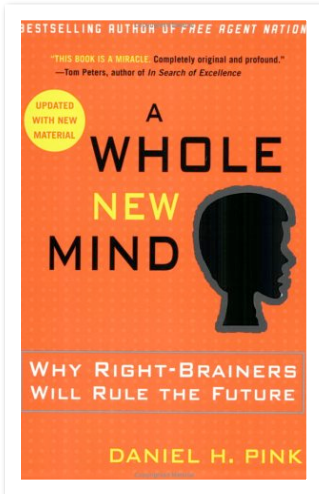
Open House!

**Wednesday, April 23, 2008
9:30-11:00 am**

Please help us spread the word by referring families to come to our Open Houses and see our school in action. Refer a family and earn \$200 if they are accepted and enroll!! If you would like some Open House fliers to pass out, please stop by the office!

Education For Our Children's Future

by Nancy Pigno



After attending the National Association of Independent Schools' Annual conference in New York City late February, one book was expedited to the top of my reading list. This is because, for one riveting hour, I, along with thousands of other independent school educators, was treated to

the highly entertaining and thought provoking hypotheses of Daniel Pink, the author of *A Whole New Mind: Why Right-Brainers Will Rule the Future*.

Pink uses the hemispheres of the brain as a metaphor to support his argument that today's economy demands a different set of skills than the economy of yesterday. As we are all aware, the two hemispheres process information in different ways. Our left brain handles linear, sequential, literal and analytical thinking while the intuitive and contextual right hemisphere takes care of emotional expression and synthesis. Left-brainers look at the parts; right-brainers look at the whole. Understandably, our generation, the parents and teachers of the students at our school, (read that you and I), were educated for the job market we were to enter. Our schooling prepared us to join a workforce that put a premium on the skills of the left-brain. I remember memorizing

places, dates, events and facts and performing sequences of computations. The current educational trends in this country are also decidedly left brained. The No Child Left Behind Act emphasizes standardized testing, standardized curricula and drills, and it devalues creativity. But, as Pink argues, this emphasis will leave our children ill-equipped for the workforce they will encounter. As the information age ends, making way for the conceptual age, we will find increasingly that left-brain thinking, while still important, is not enough.

Says Pink, "The future no longer belongs to people who can reason with computer-like logic, speed, and precision. It belongs to a different kind of person with a different kind of mind....Until recently, the abilities that led to success in school, work, and business were characteristic of the left hemisphere. They were the sorts of linear, logical, analytical talents measured by SATs and deployed by CPAs. Today, those capabilities are still necessary. But they're no longer sufficient. In a world upended by outsourcing, deluged with data, and choked with choices, the abilities that matter most are now closer in spirit to the specialties of the right hemisphere - artistry, empathy, seeing the big picture, and pursuing the transcendent." Pink describes the stars of the future as workers who are passionate, innovative, who possess communication and leadership skills, who understand systems thinking and who can navigate in a multilingual, multicultural and multidisciplinary landscape. He identifies six

aptitudes as crucial to the new economy: design, story, symphony, empathy, play and meaning. As I sat there in Radio City Music Hall listening to this list, it was music to my ears! Providing opportunities for children to problem solve, invent, create, story-tell, collaborate, listen to others, engage in authentic learning projects and play is what we do best at Cobblestone!

When professionals attend a conference, we hope to be inspired by innovation and new ideas. We crave an intellectual challenge that will propel us to question our beliefs and go about the hard business of improving. And the NAIS conference delivered on that front. The speakers challenged us to evaluate our current practices and to identify changes that we wish to make in order to create stronger and more relevant programs. At a professional conference, we also hope to have a

few moments of affirmation. Daniel Pink's presentation provided that. The six aptitudes that Pink considers essential are, and have always been, central to Cobblestone's curriculum. It has always been clear to me that teaching as we do makes for an engaging and meaningful learning environment; it makes for a school where children truly love to learn. I realize now, however, that it goes beyond creating engaged and happy students in the present. This kind of learning provides the skills they will need for their future. Sadly, this cannot be said for the majority of schools trapped in an educational system that will provide them with skills better suited for yesterday's economy. This is a lost opportunity, as Daniel Pink repeated again and again, because, "We cannot afford to educate our children for our past, we must educate them for their future."



Arsenic and Old Lace

by Sam W

"Arsenic and Old Lace" was a smash hit, a Hollywood sensation! It struck the hearts of

millions, a play that made people laugh, featuring sound effects by Cherie Karol and lighting by Blaise Russotti and Jess LaBella. Our directors were Jennifer Little and Kelly Knickerbocker.

Our play this year was brought to you by the combined efforts of all the Lower Middle Grade students and their illustrious teachers. Because of the complexity of the play, some of the characters had to be played by different actors at different points in the play. We hope you were not misled or confused by this.

The play was written by Joseph Kesserling and was at one point on Broadway. It was also a successful movie that starred Cary Grant and some other famous Hollywood actors. The play had such a devious plot that it delighted even Loki, Norse god of mischief. Perhaps it also delighted you?

I personally acted myself, (I was lieutenant Rooney), at the end of the play. It was great, even I laughed. It was great for the young, old men and even the women of America. If you weren't there, you missed a lot of comedy.

A pinch of strychnine, a drop of cyanide, and a tea spoon of arsenic made this play a great comedy. Our play was a sellout hit. Everybody loved it including the actors, (a.k.a. your children). We hope you enjoyed it as much as we enjoyed working on it together.

(Sam Wood reports on expedition at Stages Theatre.)



The Will and the Spirit

by Brendan W

Every year, the Upper Middle Grades presents a play as a fundraiser for their school trip. This year's play, titled "The Will and the Spirit", was

quite an adventure for both the audience as well as the UMG. However, despite what it might seem, there is a lot more work going on in the background than meets the eye.

The play is an enormous undertaking not only for the teachers, but for the students as well. It takes a great deal of organization and planning to put on a production. To overcome the almost overwhelming amount of work, the UMG thought that it would be best to distribute the load amongst the members of the group evenly. They divided themselves into several committees. Some of the committees that were created were business, set, props & special effects, and costume. Once the committees were established and people had been assigned to them, each committee could then proceed with their respective aspects of the play.

The distribution of work however, certainly wasn't the only challenge that the play presented the UMG with. The acting was certainly another critical area of the play that needed just as much attention as the committees received. Especially in the week leading up to the performance, the finalization of lines was of the utmost importance. Most characters at least knew the message that the line was attempting to convey. However, the specific wording of the line is what worried them the most.

There was lots of work to be done in both the committees and rehearsals, but both could not be done simultaneously. So, the UMG began using methods such as scheduling extra rehearsals and alternating groups of people to rehearse, to complete the majority of the work necessary. These methods proved to be very useful.

When the day before the performance arrived, the lines were still a point of great concern and

something needed to be done. Teachers and students worked together and came up with quick solutions that ultimately saved the play. It was this type of collaboration and thinking that made the play the learning experience that it was.

This play was quite an opportunity for the UMG. It gave us the chance to work as a group, as individuals, and with people we might not have worked with before. It also gave us experience with real-world problem solving as well as many other skills that will be useful outside of Cobblestone. Thank you to all who helped make this year's UMG play a great success!

Upcoming Plays

April 8, 2008

The Sneeches....Upper Primary

Group.....9:30 am

Every Day Is Earth Day...Intermediate

Group..., 10:15 am

Downtown United Presbyterian Church

121 N Fitzhugh Street

News from the Art Department

by Cathy Feinan



The winter session was an exciting one for the artists of the Intermediate Group. The children have all done outstanding work during their art classes. The paintings they created from their study of animals have been on display in the children's department of the Monroe Branch Library since late February. We had a reception for families, staff and friends on the first Saturday in April at noon to take them down. The library has been very excited about the quality and vibrancy of our children's work and the joy it brings to the room. So many people have had a chance to see them over the past month; it has been a great showcase for Cobblestone School.

We have been very fortunate to be able to have our clay fired at the Genesee Pottery Studios and had two different opportunities to work with clay. The children were given choices between using clay for sculptures or pottery. Some combined them to make animal pots. All of them had a chance to glaze the pieces as well. We also worked on a printing project using markers and Styrofoam trays. The children may want to continue to try this out at home. All of us had such a great time in art this year it was very sad to see it come to the end of our ten weeks together.

Susan's class was given a donation of canvases for everyone, so we learned techniques for drawing from a picture and each child chose something for the subject of their acrylic paintings. The paintings proved truly remarkable and will also be going up in the Monroe Branch Library later in April. I have rarely seen children this young work so tenaciously, skillfully, and with such enthusiasm. They too are a bit awed by their accomplishments.

One of my favorite projects that the Upper Primary students did was a collage of an imaginary animal...that was really a composite of several different ones. We had looked at the work of Eric





Carle and especially his book THE MIXED UP CHAMELEON. We began the project by creating our own kinds of decorated paper using marbleizing, mixing colors with a brayer, and printing into the painted paper. It was a great way to learn to explore color mixing and come up with gorgeous papers for our collage. Each child chose at least 3 or 4 parts from different animals to use to form their new one. Later, Susan worked with them in class to come up with a name for their new creature and a story about them. This work is currently in the south hall staircase near the office and will also be

placed at the library with the canvas acrylics later.

Each child in the group has also made an animal of their choice out of clay and glazed it. We are just finishing up our last class and hopefully will have a chance to complete the great paper mache puppets we made recently. Susan will work with the class to encourage them to create a puppet show from the various characters they have chosen..

And finally, the last 10 weeks will be spent with the UMG. We spent two of our weeks on the stage set for their play and are about to begin clay this week.



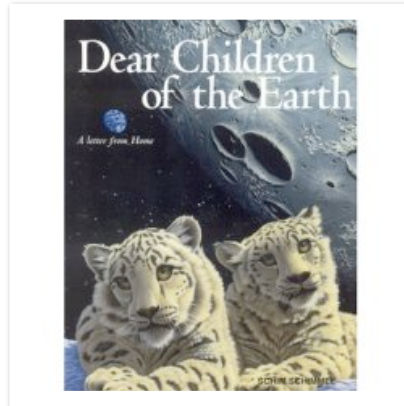
Art has been vibrant and well this year...I hope people will come to see our kids work!



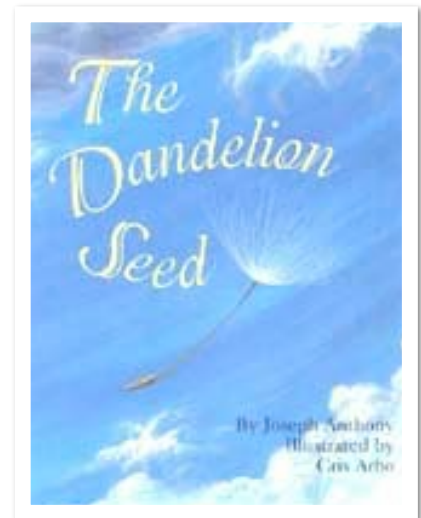
A Sustainable World *Earth Day and Beyond*

BOOKS FOR YOUNG ECOLOGISTS

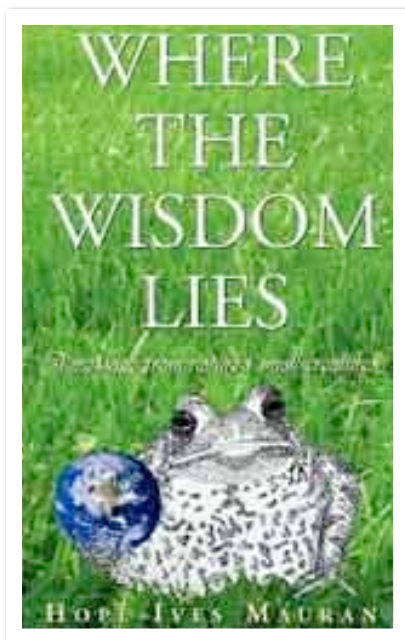
Earth Day is on April 22. Here is just a sampling of the many books available that teach children about the environment, the natural world, and what they can do to help the earth.



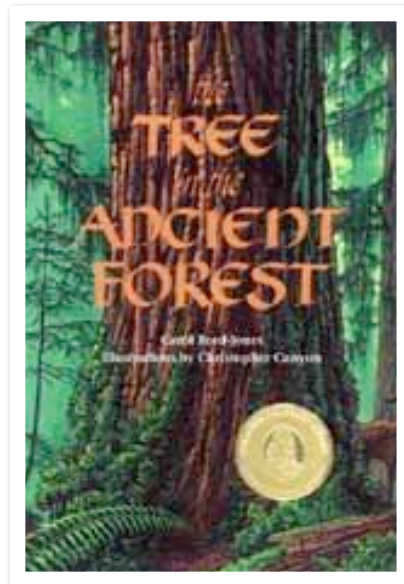
Dear Children of the Earth by Schim Schimmel. This book is written in the form of a letter from Mother Earth, and tells us what we can do to help the earth. Ages 4-12.



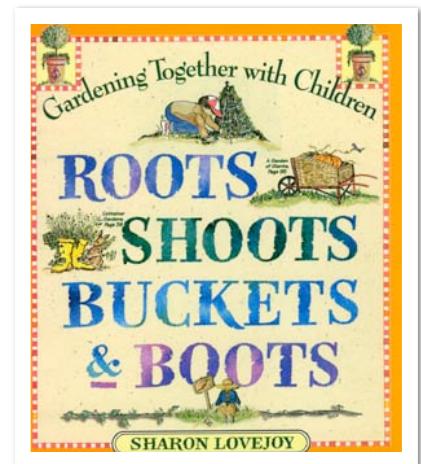
The Dandelion Seed by Joseph P. Anthony. A life cycle story that relates the journey of a seed to our own human journey. Ages 3-10.



Where the Wisdom Lies by Hope Ives Mauran. A chapter book with a very important message for kids and adults alike. Ages 6 to adult.



A Tree in the Ancient Forest by Carol Reed Jones. A story that highlights the interdependence of plants and animals. Ages 5-11.



Roots, Shoots, Buckets and Boots by Sharon Lovejoy. A how to gardening book for children and their adults. This book features nine different theme gardens. All ages.

EARTH DAY CELEBRATION

by Aimee Wood

The school's Green Team is happy to announce that Cobblestone School has been chosen to receive the "Kid's Growing Food" grant from Cornell University. This money will help to make the dream of our own organic garden a reality.



JAYDEN DOES SOME EARLY
PLANTING

On Earth Day April 22, the garden committee plans to celebrate the start of the growing season by welcoming the whole school to visit the garden. Raspberry bushes and apple trees will be planted on that day. Already, the students have already begun planting peas indoors and plans have been made to build the beds, a cold frame, and seeds have been ordered. Please be on the

lookout for announcements for opportunities to get involved in this exciting project. Help us create this outdoor classroom for the Cobblestone community! To join the Cobblestone Green Team email loop, please contact Barb Quinn: at barbq@cobblestone.org. Help make our garden dreams a reality by getting involved! Everyone is welcomed!

10 EASY GREEN LIVING AND SUSTAINABLE TIPS

by Aimee Wood

- 1.** Turn down the thermostat. For each degree you turn it down, you save roughly 3 % on your heating bill and 1,000 pounds of carbon dioxide each year. (Source: www.care2.com).
- 2.** Switch to cold water washing and save 80% on energy and \$60 per year. If you line dry your clothes you will save 700 pounds of carbon dioxide per year. (Source: www.care2.com).
- 3.** Switch your regular light bulbs to compact fluorescent and you will use 60% less energy. These bulbs also last significantly longer. (Source: www.care2.com).
- 4.** Use cloth or reusable bags for groceries instead of plastic ones. Many of the major grocery chains carry them for a minimal price. Plastic bags thrown away can take more than 1,000 years to decompose and paper bags destroy forests.
- 5.** Choose a reusable water bottle. Many resources are used to create the plastic, which in turn negatively effects the environment. Reusable water bottles are sold at Abundance Coop, Wegmans, and Lori's Natural Foods.
- 6.** Make your own cleaning supplies. Commercial cleaners are full of chemicals, many known to cause cancer and they negatively pollute the environment. Instead, make your own cleaners with water, vinegar, baking soda, and soap. Go to: www.eartheasy.com for recipes.
- 7.** When possible, buy local organic foods. Organic farms are gentler on the environment, generating less carbon dioxide than conventional farms. Conventional farms use more carbon dioxide because they use fossil fuels to manufacture, transport and spread nitrate fertilizers. Locally produced foods don't travel as far, saving on gas. Local farmers markets in the summer provide some of the freshest nutritious foods.
- 8.** Buy used. If you are in the market for something new, consider buying it used. www.Freeecycle.com and www.craigslist.com are great resources for finding local items.
- 9.** Buy recycled items. From paper to toilet paper, buying recycled means less trees are harvested each year.

10. Recycle instead of throwing away. Become aware of what is recycled in your area. Go to www.earth911.org to find out what is recyclable where we live.

SECOND FLOOR

ABUNDANCE

ART SHOW OPENING

by Leslie Allen

Our exciting partnership with the Abundance Cooperative Market continued with the opening of the second part of the exhibit titled "What Sustainability Means To Me" on March 18th at the Abundance Cooperative Market. The second opening was another huge success for the students in the Upper Primary and Intermediate classes.

The reception for parents, artists, and shoppers was a fun filled evening which included music by Doug Waterman, the

music teacher for the primary groups. Parents Jodi Beckwith and Stefan Cohen joined in with Doug for a few songs. The kids were also a hit when Doug let them sing "Route 66" and they got to use the microphone!



XENI & LINNAEA AT THE MIC

The exhibit features oil pastels created by the Intermediate Group as well as paintings by the Upper Primary Group.

The Intermediate Group's artwork reflects their study of Inventions and how they affect the earth. The Upper Primary Group's painted trees, which was the focus of their studies this fall.

The second floor students' art will be on display from now until April 21st when the lower and upper middle grades will have their opening for their exhibit. If you have not already been over to the Abundance Cooperative Market to see the paintings I would highly encourage you to stop by. The Abundance Cooperative Market is located at Marshall Street, near Monroe Avenue. www.abundance.coop

And remember, you can purchase Doug's popular CD in the office for \$15.00. Our organic cotton bags are for sale as well. They are \$10 each and are a great alternative to plastic shopping bags!

WANTED! SUMMER IDEAS!

The next issue of the Cobblestone Community Newsletter will be the last one of the school year. I would like to include a piece on summer activities. Please write to me and send your ideas for games to play, places to visit and books to read this summer. Inspire the rest of the community with your creativity!

Also, I am looking for people who might be willing to share their reviews of books of interest to the Cobblestone Community. One such book is *Last Child In The Woods: Saving Our Children From Nature-Deficit Disorder* by Richard Louv.

Please send your summer vacation and book review ideas to Nancy Pigno, editor, at the following address: nancy@cobblestone.org. Thank you!!

Cobblestone Summer Camp

Every Day an Adventure

Who?

Children ages 4 – 12

What?

An exciting day camp based on fitness, creativity, exploration & most of all fun!

Where?

On our beautiful three acre campus and surrounding cultural district.

When?

Daily 8:15 am–3 pm. Aftercare provided from 3 pm-6 pm at an additional cost

Why?

Our summer camp program gives children the opportunity to expand their horizons through cultural off-campus field trips, artistic expression and personal fitness through Yoga by soleoluna, outdoor swimming and hiking field trips.

How?

Sign up by June 1st and receive a FREE camp T-shirt (T-shirts are \$5 after June 1st)

Sign up by contacting the office at 271-4548

Or download Summer Camp registration forms at www.cobblestone.org

Cobblestone's Summer Camp was developed with the same philosophy that has guided the school. Summer Camp offers an atmosphere of responsiveness to each student's intellectual, social, emotional, aesthetic and physical development. Each week has a different theme and includes outdoor swimming, art instruction, yoga and off campus field trips. Our goal is to provide an exciting day camp program based on fitness, creativity, exploration and most of all fun!



Barb King has been directing summer camp since 1998. As most of you know, Barb teaches on the first floor during the school year. When asked what she likes about the summer program, as compared with the school year, she explained that summer camp is special because she gets to work with children of all ages in an atmosphere that is relaxed and fun. Having children of different ages is good for the children and good for the program. The older children are a great help with the younger children and all the children enjoy playing together and helping each other out.

Cobblestone Summer Camp is packed full of exciting field trips, some of which have become yearly favorites. Picking blueberries at Brown's Berry patch and the water rides at Roseland Water Park are some of the most popular trips. Taking advantage of our location and the mild summer weather, the campers are able to take a variety of interesting walking field trips. A few highlights are painting ceramics at the Bisque and Brush and a few trips that have been especially designed for our campers including a private showing of Pixar film clips at the Dryden Theater and the Sidewalk sale at Utta Clutta and Urban Essentialz.

This year on Monday and Wednesdays the children will have yoga taught by Melissa Phillips, of soleoluna yoga, a former Cobblestone parent. The yoga classes will feature breathing techniques, guided visualization and meditation, games and postures to introduce your child to the extended benefits of mindful stillness. The Summer Camp art classes will be taught by Amy Genduso, a popular substitute teacher at Cobblestone. In addition to these offerings, this summer the children will have an opportunity to help maintain the Cobblestone Organic Garden.

Cobblestone Summer Camp is open to the community at large and is popular due to the variety of activities offered. The schedule is flexible. You can sign up for whatever weeks fit your schedule, or whatever days. After camp care is also available from 3-6 each day. Cobblestone Summer Camp fills up fast, so hurry and sign up!

Summer Camp Week at a Glance

July 7-11
Welcome Back Llamas

July 14-18
Rock-N-Bowl

July 21-25
Mysterious Ways

July 28-Aug 1
Back to the Future

Aug 4-8
Survivor Week

Aug 11-15
Wet-N Wild



Summer Camp Weekly Schedule

Monday Activities:

Art, Yoga, Outdoor Swimming at Brighton Pool, Playground, Library

Tuesday Activities:

Walking Field Trips to RMSC/Planetarium, Public Market, Bisque-n-Brush, Abbott's, Strong Museum, Manhattan Sq. Park, Mushroom Playground, Image City, Dryden Theatre, Pencil Playground, MoKA, Shopping at Utta Clutta & Urban Essentialz

Wednesday Activities:

Art, Yoga, Outdoor Swimming, Library

Thursday Activities:

Bus Field Trips to Brown's Berry Patch, Lake Ontario Beach, Seneca Park Zoo, Greece Canal Park, Adventure Landing, Clover Lanes Bowling, Henrietta Park, Corky's Carving Parlor, Roseland Water Park, Club House, and Amazing Maize Maze

Friday Activities:

Amazing Animals- a variety of animal visits including Llamas, Exotic Animals, Live Reptile Show, Wegmans Zoo Mobile, Making Tracks with Animal Teachers, Science experiments, crafts/outdoor games, and music exploration.

FAMOUS ARTISTS EXHIBIT



On Thursday, April 10, 2008 from 1-2 pm, students from Barb and Christy's groups will be hosting an exhibit of their artwork inspired by their studies of famous artists. Come and see the 3-D fish, made with wire and shiny objects,

t h a t t h e

children created after learning about Alexander Calder and his wire circus. Step into Monet's garden and Van Gogh's starry night sky. Follow Paul Klee's line and enjoy movement and color with Wassily Kandinsky. Study nature close up with Georgia O'Keefe and Andy Goldsworthy. Fly over the city with Faith Ringgold or visit Grandma Moses' farm. In addition to working with a variety of media, creating 2-D, and 3-D works of art, the young artists also recorded what they learned about each artist in their journals, which will also be on display. A reception will begin at 1 pm with food and drink at the Museum of Kid's Art (MoKA). MoKa is located at 90 Webster Avenue.



MoKA is a multi-discipline, minority directed center for arts and learning. They employ the visual and performing arts to foster a sense of accomplishment and hope in the urban community of Rochester, New York. Their mission is to educate and inspire urban youth through the arts and mentored training in life skills; to equip and educate leaders to further demonstrate entrepreneurial potential. www.museumofkidsart.org



Susan's Group's study of Medieval Times culminated in a presentation for parents and an eventful feast. King Le Roux was in attendance. And several unfortunate food tasters were poisoned! Check out the detailed castle model that the group designed and built. (below)



Rafe Martin signs books after having the audience at the edge of their seats during his story telling (above)



Nancy's Group prepares to go on a plant hunt in the Highland Park Conservatory (above) First Floor children meet a chinchilla during Animal Teacher Anne Meade's Making Tracks presentation. (left)

Cobblestone School

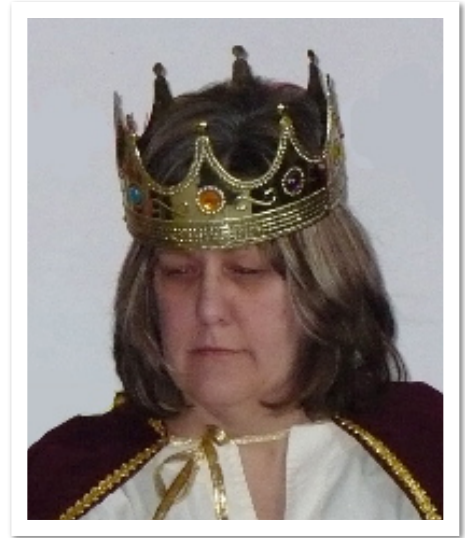
WHERE CHILDREN LOVE TO LEARN

10 Prince St, Rochester, NY 14607

Phone: 585 271-4548 Fax: 585 271-3501

Email: info@cobblestone.org

Website: www.cobblestone.org



Cobblestone's King Le Roux

Important Dates!

Spring Recess April 11- April 18th Classes resume on April 21st

April 22 Earth Day Celebration 10-11am

April 23 Annual Meeting and Dessert Contest 7:00-8:30 pm

May 17 Spring Fling, Time: TBA

May 18-22 Upper Middle Grades Class trip to NYC

May 28 Staff Appreciation Day

May 30 Music Night Eisenhart
Auditorium Time: TBD

June 6 Graduation 10am
End of Year Picnic at Ellison Park 6-8pm