

# Cobblestone School

COBBLESTONE COMMUNITY NEWS WINTER 2008



## Living Our Beliefs

### *Make a Joyful Noise*

by Paula Wooters, Director

At our In-Service in January, we were joined by former Directors Lynne Kliman and Rose Martin, as well as two former teachers, Elaine Widay and Maeve Cullinane. It was an amazing day, hearing about the founding of the school, it's growth and the challenges that have been met along with way.

One thing that each of our guests emphasized was what a joyful place Cobblestone has always been! We celebrate things that are not offered in many other schools... children's contributions to curriculum, the emphasis on the importance of play, opportunities for independent research, class plays at all levels, teachers sharing their passions, parents as active members of the school community, fostering independence, helping children find their voice, student-led conferences, portfolio assessments, taking time for a deeper look into those things that matter to us.

Lynne, Rose, Maeve and Elaine also warned about the dangers of living our academic lives from a place of fear, which can easily preclude the expression of our delight in learning. One of our biggest struggles as a school is combating the prevalence of testing and standardized curriculum as a means of measuring

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whether a school is successful. It can feel like a scary thing, to opt for a method of education for our children that appears contrary to what our neighbors are doing. But, the fact remains that these fears most often are not realized and our children do succeed on their own merits. When people ask if their child will be ready to move on to another school, we can joyfully say that they will be embraced as a child who knows how to learn, who finds value and excitement in exploring new things, who communicates well with his or her teachers and peers, who is curious about the world and their role in it, who has developed empathy and compassion for others. The children who are most successful are those whose families have embraced the joy of learning rather than the fear of not measuring up.

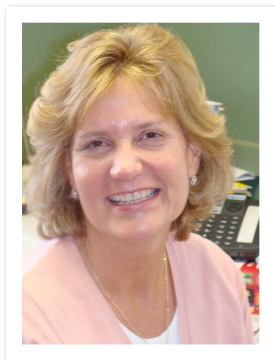
Cobblestone has always been a changing, dynamic “work in progress”, with faculty and

staff regularly taking a close look at our practices to determine how to best meet the needs of the children we serve. Self-reflection is done not only by our students, but by our faculty and staff. That is how we ensure that we are adhering to our philosophy while incorporating the relevant aspects of ever-changing educational thought. This is how we continue to be successful in creating a joyful place of learning.

Let’s celebrate these things that make us unique! We can all be models of the excitement that comes in learning about new things. We can demonstrate to others that Cobblestone is truly a place “where children love to learn.” In this way we can begin to change people’s perceptions of what a successful school looks like. Let’s make a joyful noise in the community, sharing all the exciting things that happen here!

## Who’s Who and Who’s New

We are thrilled to welcome so many talented new people to our faculty and staff this year!



### **Barb Quinn**

#### **Associate Director**

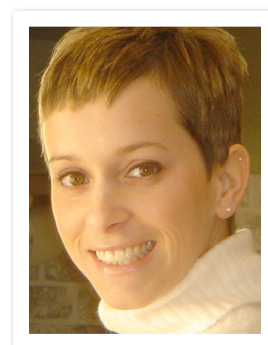
Barb has an extremely versatile background that ranges from managing work loads and work flow for an advertising agency, managing the business office of a rehabilitation facility, and setting up and managing a physician's office. Happily for us her favorite thing to do is organize. She was born and raised in Rochester and currently resides in the Maplewood area. Says

Barbara, “I believe Cobblestone School and I are a good fit, and I am thrilled to have this opportunity.” Barb’s desk is located in the main office with English, and she encourages you to stop by anytime and introduce yourself if you haven't already!

### **Leslie Allen**

#### **Marketing and Admissions Coordinator**

Leslie brings a wealth of expertise to Cobblestone School. She has a background of working at and



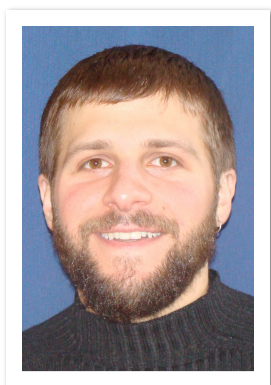
running many childcare centers in our area as both a teacher and director. She is eager to help spread the word about the school and what we can offer to families in our community. Leslie was born and raised in Rochester and currently lives in Greece with her husband Aaron. She is looking forward to meeting everyone, so please stop by the office and say hello to Leslie!



## Christy Field

### Lower Primary Teacher

Christy Field is happy to be back at Cobblestone after four years caring for her daughter Iris at home. Previously, she spent two years on the second floor as an upper-primary teacher and one year on the first floor with the lower primary. During the past four years, she has pursued her interests in Waldorf education, which emphasizes the use of natural materials for work and play, an appreciation and awareness of nature, and participation in the seasonal rhythms of the year. She also completed an additional teaching certification and worked part-time as a Spanish teacher in Ithaca, New York. She is happy to be participating in the green team and helping to cultivate the new Cobblestone garden.



## Greg Kunzer

### Intermediate Teacher

Greg is a 2003 graduate of SUNY Geneseo with degrees in both Elementary Education and Special Education. He previously spent three years teaching in the Wayne Central School District as both a special education teacher and a classroom teacher. When he is not at Cobblestone, he enjoys spend-

ing time with his two kittens, Ava and Ellie. Greg also plays the guitar and enjoys playing soccer. We are thrilled to have such an enthusiastic and creative addition to our community!

## Kelly Knickerbocker

### Lower Middle Grades Teacher

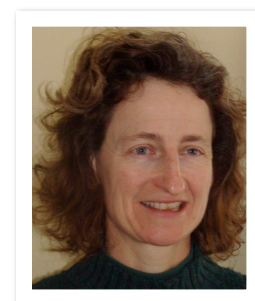
Kelly recently received her Masters degree from SUNY Geneseo in Literacy Education. She has a strong interest in issues surrounding social justice and human rights, which she enjoys bringing to her students every day. Kelly loves everything about Cobblestone – the students, the families and the faculty has been inspiring to her, both professionally and personally. Kelly lives on Conesus Lake with her kitten. She loves to sing, read, play around with photography, and write. She is looking forward to continuing her time here at Cobblestone!



## Judy Emerson

### Upper Middle Grades Teacher

Judy brings an array of experience and skills to Cobblestone School. Her interest in non-traditional education is reflected in her past positions as Curator of Recreational Artifacts at the Strong Museum, as a Curator for the Susan B. Anthony House and as a Regional Archivist for the State of New York. In addition to her museum experience, Judy also has worked for Literacy Volunteers of Rochester where she coordinated training for volunteers and worked with groups of non-English speakers and beginning readers. Judy recently returned to school to work on a Master's of Arts in Teaching. She is excited to be here at Cobblestone School and says "It has given me an



opportunity to put into practice many of the skills that I have learned over the years. And of course, to continue my interest in learning and teaching in a non-traditional way.”



## Lauren Overy

### Special Education

Lauren is a new staff member who joined our team three days before the school year started! She is a Special Education teacher at Cobblestone; working in second and third floor classrooms. She is a recent graduate of SUNY Geneseo, and carried out her student teaching in the Fairport and Rochester City School Districts. Lauren is New York State Certified in Childhood Education, grades 1-6 as well as Childhood with Special Education grades 1-6. Currently, she is attending Nazareth College pursuing her masters in Educational Technology; an area in which she is most passionate about. As a new staff member, she is excited to be at Cobblestone, and thoroughly appreciates the welcoming and support she has received in her first year of teaching.



## Jennifer Zuiderma

### After School Care Coordinator

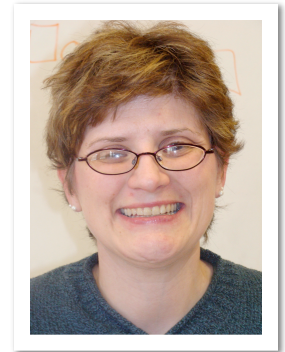
A certified teacher, Jennifer recently relocated to Rochester from her hometown of Kalamazoo, Michigan, where she worked in an inner city public school as a Reading First Paraprofessional and later as a 3rd grade teacher. As a substitute teacher at Cobblestone, Jen was quickly recognized for her exceptional skills in working with children and was offered the position of After School Care Coordinator.

Says Jen, “I sincerely support the educational philosophy of Cobblestone School and truly enjoy having the opportunity to be part of what Cobblestone has to offer to students. It has been such a joy getting to know the students, teachers, and families and I look forward to being part of the enriched educational experiences available at Cobblestone School. “

## Cheryl Engh

### Classroom Aide, Upper Middle Grades

Cheryl earned her Masters in Elementary Education from Nazareth College in 2003. She is a certified Elementary School Teacher who brings a variety of teaching experience to Cobblestone. She has taught preschool, kindergarten and third grade and was a Teaching Assistant in grades 3,4,6 and 7 at Rochester Leadership Academy Charter School. Here at Cobblestone, Cheryl assists both students and teachers with classroom activities and assists teachers with management of the classroom. She is enjoying being a part of the Cobblestone community. In her spare time, Cheryl enjoys reading, spending time with her husband Jason and dog Sierra, gardening, walking, bicycling and scrap-booking.



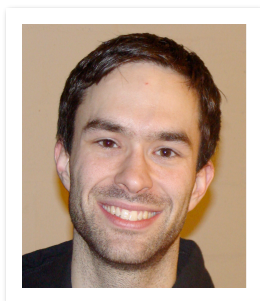
## Jamie Curran

### Spanish Teacher, Upper Middle Grades

Jamie began teaching Spanish at Cobblestone in November. She had the challenge of starting part way through the school year but found that, “It wasn't long before we developed a classroom community, and found our way, together. I find



myself smiling during my drive home whenever I teach, and feeling very proud of my students' progress." Jamie is also a full time graduate student at Nazareth College working on a Masters Degree in TESOL, (Teaching English to Speakers of Other Languages). She feels fortunate and grateful for the opportunity to teach Spanish at Cobblestone and is enjoying meeting the members of our community.



## Todd Russell

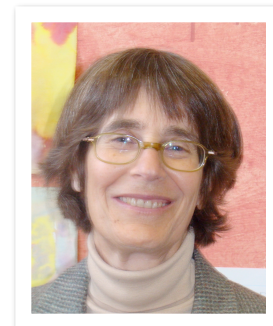
### Physical Education, Lower Primary Group

We are fortunate to have Todd share his Capoeira background with the first floor children as part of his PE program. Todd was exposed to Capoeira, a Brazilian movement art form, back in 1997, and under the supervision of Mestre Marcelo, taught classes in Buffalo, NY and Wilmington, NC before moving to Oakland, CA. There he trained directly under Mestre Marcelo Caveirinha and taught both children and adults, including classes at UC Berkeley. Todd currently has student groups throughout Western New York and in addition to his classes at Cobblestone, he teaches at his academy, Academia com Expressao, which is located at 46A Sager Drive, and at the University of Rochester.

## Arlene Levit

### Counseling Consultant

Arlene Levit recently started working as Cobblestone's new counseling consultant and is truly happy to return to this unique community. Both her daughters, now in their twenties, are Cobblestone alumnae. Arlene has had many years of experience in varied therapy and educational settings including both public and private schools. Outside of work, she enjoys walking, chi qong, paper craft and traveling with her husband, Bernie.



We are also happy to report that Rose Martin, our former director, has been helping out with admissions, and Diana Gallagher is back to help out with the library! And Cherie Karol is back from maternity leave! Her baby boy, Nicholas, is 3 months old. (pictured)



We welcome our newest students:

Anna, Lucy,  
Jamie, Maima,  
Nicholas, McKenna  
and their families to the Cobblestone Community!

# Cobblestone Theater Season Begins



by Nancy Pigno &  
Maeve Cullinane

A visitor can always tell when a class at Cobblestone is putting on a play! Furniture gets moved to the side of the room to allow for rehearsal space, giant backdrops are rolled and propped up in corners, newly painted set pieces are stored in every nook and cranny, and scripts are revised again and again! Theatre season has begun!

We are very proud of our tradition of including every child in a play each year during their time at Cobblestone School. The process of creating and performing a play is an authentic, rather than an artificially-created experience for children to engage in complex

learning and to make connections between separate subjects. The “theatre season” at our school is a time for extensive application and improvement of skills in reading, writing, listening, speaking, and memorizing as well as a time of rich interdisciplinary learning in history, geography, multicultural studies, science, literature, art, music, and movement.

In addition, producing a play requires the participation of

the whole class in all aspects. This can be a positive, reaffirming collaborative experience for students of all skill levels, learning styles and talents. During play production, the strengths of each child are especially noticed, encouraged and sought after, by classmates and teachers. Students themselves find out what they can do well, sometimes to their surprise, as they apply themselves in new ways, responding to the myriad of opportunities for problem solving that the play process offers.

Here at Cobblestone, plays are not a quick, cute “extra” in the year. During the play process, the play becomes the curriculum; meaningful, living curriculum. It is a highlight of the school year for the students, and they often remember it for years to come. And the authentic learning that the play invites just cannot be replicated in any other way.

Lower Middle Play	Arsenic and Old Lace	March 8, at Stages Theater
Upper Middle Play	The Will & The Spirit	March 7, 8 at Stages Theater

# Cobblestone Green Team

## *Exploring Sustainability*



Garden Groundbreaking

### COBBLESTONE ORGANIC GARDEN

by Zsuzsanna Marchl

You may have noticed the stakes and bags full of leaves in the front yard. A small group of volunteers and first-floor children spent a snowy November afternoon digging up the future beds for our garden.

The green (thumb) team has been working on the garden since the fall, writing grant applications and doing most of the planning indoors with the help of our community partner Master Gardener Sharon Rosenblum,. We have a promise

from Morse Lumber Company of West Main street to provide wood for the beds and will build them on March 15th – with a rain date for the outside work on March 29th. We just learned that we have received a Kids Growing Food grant from Cornell Cooperative Extension to buy supplies for the garden.

We are asking the children to help us figure out what kind of vegetables and how many of them we should plant and start indoors (sounds like a good math project!) considering the space available. A garden will provide wonderful educational opportunities to our children and families to learn about nature, environmental stewardship, health and nutrition, perseverance and patience, and many, many other things! We are hoping that the garden will bring our community together and all of us will benefit from it

During the school year we will be looking for people to get some dirt on their hands as well as for families to help the vacation camp during the summer break to tend to the plants. Donations of gardening supplies will be greatly appreciated.

Please join us for our Earth Day Celebration on April 22nd when we will plant our first peas and other early vegetables and will have a celebration to get started with the growing season! For more information contact: Zsuzsanna Marchl: [zsmarchl@yahoo.com](mailto:zsmarchl@yahoo.com))



Enjoying the wonderful music of Doug Waterman

### ABUNDANCE COOPERATIVE MARKET ART SHOW

by Leslie Allen

Our exciting partnership with the Abundance Cooperative Market kicked off with an opening for the exhibit titled "What Sustainability Means To Me" On February 4, many

families joined us at Abundance to view the watercolors that the children on the 1st floor had displayed all throughout the store. Abundance had many great tasting snacks scattered around the market while our own music teacher, Doug Waterman, played his wonderful music. What a great night!!

For those of you who couldn't make it to the event, Doug's CD is available in the office for \$15.00 and includes 15 popular children's songs. We also have our organic cotton bags for sale for \$10 each. These are great to use and reuse for your shopping needs. A great alternative to plastic!

We want to thank Abundance for helping us make this first art opening such a success! Please remember that Abundance Cooperative Market is open to the public 7 days a week and is Rochester, New York's only community-owned natural grocery store. They are located at 62 Marshall Street off Monroe Avenue, just 2 blocks from Strong Children's Museum, with convenient access to I-490, the Inner Loop, and Downtown.

Abundance product selection promotes healthy and sustainable food practices. They offer a wide selection of grocery items (with many vegan & gluten free options) including; bulk goods, fresh organic pro-

duce, housewares, health and nutritional supplements, natural body care products, books, gifts, and their own fresh and organic, eat-in deli. [www.abundance.coop](http://www.abundance.coop)

Please check out the first floor exhibit, if you haven't yet! And we hope to see even more families attend the 2nd floor event on Tuesday, March 18th at 4:30pm.

## THE EXHIBIT: WHAT SUSTAINABILITY MEANS TO ME

by Nancy Pigno

Cobblestone School has a firm commitment to sustainability. Educating students about sustainability issues is an important part of the curriculum, along with providing opportunities and employing practices that foster a sense of love for and kindness toward the earth. For instance, the children in the Lower Primary Group engage with the natural world through play, exploration, observation and study. The curriculum at this level especially emphasizes a connection to the seasons and cycles of nature.

This year, Cobblestone School is embarking on a garden project which will engage the students in designing, planting and maintaining an organic

garden. Dreams of this garden provided inspiration for the paintings that are featured at the Abundance Art Exhibit, titled "What Sustainability Means To Me." The exhibit is a celebration of earth's bounty.

The children were very excited to create these works of art and hope that you make a point to go to the Coop and have a look.



**Barb's Group of Young Artists**

## Winter Wellness Workshop

February 28th

7-9 pm

Natural Remedies  
Presented by  
Laura Chey of  
Balance Acupuncture



# Board of Trustees Corner

## THE ROLE OF THE BOARD

by William Lista, Board President

Cobblestone School is a not-for-profit corporation under the laws of New York State. As such, the business of the corporation is guided by its By-Laws. Under the current By-Laws, the parents or guardians of each student are Members of the corporation. Each of the school's staff is also a Member. The corporation conducts an Annual Meeting each spring for the election of Trustees and for the transaction of other business.

Written notice of the time and place of the annual meeting is given ten to fifty days in advance of the meeting. Each member of the corporation is entitled to vote at that annual meeting. Members may attend in person or by absentee ballot. In order to conduct business at the annual meeting a quorum of not less than twenty-five percent (25%) of the current Members must be represented. At those meetings each Member is entitled to vote in person or by absentee ballot.

The Board of Trustees is elected to manage and control the affairs of the corporation. According to the By-Laws, Trustees must be chosen from among the current Members of the corporation. The number of Trustees is set by the board; however there must be at least six. The number is currently fixed at eleven. Additionally the Trustees may select up to four Trustees from outside the Membership of the corporation to serve with full voting rights. This means there could be up to fifteen trustees, eleven elected and

four appointed by the board. The By-Laws also state that Trustees cannot receive any compensation for their service as trustees. The Board of Trustees meets monthly.

## Open House Dates!

**Tuesday, February 26, 2008**

**9:30-11:00 am**

**Wednesday, April 23, 2008**

**9:30-11:00 am**

**Open Houses are coming up for prospective families! Please help us spread the word by referring families to come to our Open Houses and see our school in action.**

**If you would like some Open House fliers to pass out, please stop by the office!**

The Board recently appointed a team to review and update the By-Laws. The Board believes that, in the best interest of the school, it should from time to time examine its governance structure and make recommendation to keep up to date with "best practices" and to ensure the school's

sustainability. For example, the current by-laws require several committees that are presently inactive. The By-Laws team will review the intent and function of those committees to determine if they should continue to be required. The team will also review the powers of the board and its executive committee.

Under the current interpretation of the By-Laws, the board's power is limited to employing the school's Director and ensuring the school's financial stability through oversight of tuition and other financial policies. The executive committee currently has the authority to act on behalf of the Board between regular Board meetings. Whether or not the By-Laws should be amended to expand or limit these powers is being reviewed.

Attending the annual meeting is an important part of each family's duty as Members of the corporation. We urge everyone who cannot attend in person to complete the absentee proxy ballots that will be mailed to you this spring. Cobblestone is a large part of your life and your family's future. The By-Laws were worded so that the school truly is the sum of its families. By attending and voting at the annual meetings you will do your part to help keep Cobblestone what it

was intended to be, a school governed by its members.

## EDUCATION COMMITTEE UPDATE

by Bridgett McLaughlin

The Education Committee held its first meeting during the summer. Our goal was to narrow our focus and make the most use of our time while serving the interests of the Cobblestone staff and

parents. In the world of education, and in any world for that matter, the possibilities for topics to give our attention to are endless and it was with a determined consciousness that we chose to take a closer look at math at Cobblestone.

Currently, math curriculums are being re-evaluated by many districts both in our area and in the U.S. The Committee set out to survey the teachers and compiled questions pertaining to curriculum used, time spent teaching math per week, and a checklist for concepts covered.

The Ed. Comm. also worked to compare our curriculum to that of other districts. Once we gathered the relevant data, we were able to record our results and set further goals for the remainder of the year.

The information obtained from other districts combined with the New York State standards indicated that Cobblestone is aligned with what is being taught elsewhere and often goes beyond

### Cobblestone Referral Program

Did you know you could earn \$200.00 by referring a family to Cobblestone? If you refer a family to Cobblestone and their child is accepted and enrolls, you will earn \$200!! This is a great way to spread the word about our school and also make some extra money for you! Please make sure you tell the family to put your name on the application so that you get the referral credit. If you have any questions, please see Leslie or Lisa on the second floor.

other districts by using math in connected ways throughout the curriculum. The Ed. Comm. also found that a number of area districts offer Algebra 1 to students in 8th grade in order to allow them to take an advanced math track before graduating from high school.

The teacher surveys showed that Cobblestone teachers are committed to incorporating a variety of mathematical activities into the curriculum that they teach and do not rely on one curriculum source. Teachers are aware of the conversations taking place in area districts around math and are conscious of covering both concepts and skills appropriate for the level they are teaching. Teachers enjoy finding ways to integrate math activities into their theme activities, but also devote specific time in their classrooms to the study of mathematics, independent of the curriculum theme.

In the survey, teachers were asked how the Ed. Comm. could support their efforts. It was determined that an inventory of centrally located mathematical resources be compiled, including math games and other engaging activities at varied levels to meet the needs of diverse classes. It was also determined that assessment continua for LMG and UMG are needed in order to share with parents the concepts and skills covered at those levels.

During the in-service on January 25th, the Ed. Comm. was able to share its results with the staff and a lively discussion was held in order to determine future goals. The teachers and the Ed. Comm. agreed that a Scope and Sequence for our math curriculum and the LMG and UMG continuums should be completed and available in September. One of the committee members

agreed to inventory current math supplies available in the building. In addition, the faculty took a closer look at how offering Algebra 1 at the UMG level will effect the math programs currently being offered. Whether that would change curriculum in 5th and 6th will be further investigated by the staff as a whole in the months to come.

The Ed. Comm. is working on accomplishing the goals laid before them and is also hoping to host a parent discussion about electronics in our school. Due to our society's increasing reliance on electronics, we thought the time was ripe for a discussion on both the pros and cons of their existence within the school. We are currently searching for someone to facilitate that conversation and hope to offer it by the end of May. Please check your school calendar for Ed. Comm. meetings if you are interested in joining us.

**Visit CobbleMart,  
the Cobblestone School Store,  
in association with amazon.com.  
[www.cobblestone.org](http://www.cobblestone.org) Click "Shop"  
Cobblestone receives 7% for each purchase.**

## THE COBBLESTONE FUND

by Cynthia Woolbright, Grandparent

Somewhere in our relatively recent history, we began to ask families and friends of Cobblestone School to support us with an annual gift. Our history is chock full of traditions of support, from

assisting teachers in the classroom to watching our students during outside time. We've also supported our school through sharing our talents in the classroom, taking our students on field trips and helping out during work parties. The tradition of giving back is one that is constant with Cobblestone School. It helps build our community, it helps build our program and it helps build our sense of "giving back" to an amazing place that benefits our children.

Thus, raising philanthropic support for our school is something else that we do. While the concept of philanthropy is an age old American tradition of "serving the public good," it's a tradition that we must continue to build at Cobblestone. Each and every year, we ask families to consider making another gift to the school. The first gift, of course, is sending your child to Cobblestone. The second gift is your contribution to The Cobblestone Fund, our annual giving program. Such an investment in our school continues to meet the critical priorities of a well-rounded education for our children. Making it a place "where children love to learn," requires on-going nurturing and support.

Another critical aspect to supporting our school with an annual gift is the "participation" of our families. Here, we want to reach all of our families, as it is critically important to those from whom we seek our sources of revenue. When we seek such funding, we are always asked about our

rate of participation, as these funders believe it's an indicator of commitment from the community. "If the community doesn't invest, then why should we?" is often the response.

So, regardless of level of support, each and every gift makes a difference in our overall position.

For those who have made gifts (or pledges) this year, we continue to thank you for your investment. For those who have not yet made a commitment, we ask you to respond when called upon. Last year, we

raised over \$34,000 for our school in annual gifts. It made a tremendous difference for our students. Help us "serve the public good" of Cobblestone with a second gift!

**Did you know that tuition alone does not support our school? Tuition revenue meets 67% of our overall financial position. Thus, through other revenue areas we seek to balance our position. One such area is annual gifts.**



**Students in Christy's Group show off the watercolors they painted for the Abundance Coop exhibit**

# Discovering Cobblestone

## *A World of Difference*

by Greg Kunzer

Cobblestone has been a welcomed change after three years in public schools. My experiences in this new placement have been both exciting and eye-opening. The differences can be observed in the students, the faculty, the parents, and especially in the curriculum.

Cobblestone is filled with curious and inquisitive students. They are not like the passive learners that are commonly found in public schools. Cobblestone students ask questions and they are driven to find the answers for themselves. The easy answer is not good enough – for the students or the teachers. The students here are kind and courteous to their peers and to adults. They are always thinking of others and looking for ways to help out. Cobblestone is filled with students that teachers would dream to have in their classrooms.

The faculty at Cobblestone is knowledgeable, caring, and creative. The teachers are responsible for designing the curriculum for all areas of learning. They must take into account their student's needs and interests, all while considering the New York State standards. The teachers keep the students engaged in activities that they feel are important, and not just what NYS thinks is important. The faculty of Cobblestone has a lot more freedom than what would be found in a typical public school. This helps to ensure that both faculty and students are enjoying the teaching and learning process.



Parents at Cobblestone are absolutely amazing. I have never seen a group of parents that are so involved in their children's schooling. Parents are always willing to come in and volunteer for a plethora of activities, including field trips, mini-lessons, and the recess/lunch hour. So much of what we do at Cobblestone would not be possible without the support of our parents. In my experience as a kindergarten teacher at a public school, I was shocked by the lack of parental support that I received during their child's first year of formal education. I am happy to say that this has never been a problem at Cobblestone.

At Cobblestone, you will find students who enjoy learning and want to come to school every day. You will also meet teachers who genuinely care about their students and who design amazing, creative lessons. Lastly, you will encounter a wonderful group of parents who are committed to helping their children succeed. Cobblestone is head and shoulders above area public schools and in my opinion, there is no better place to be.



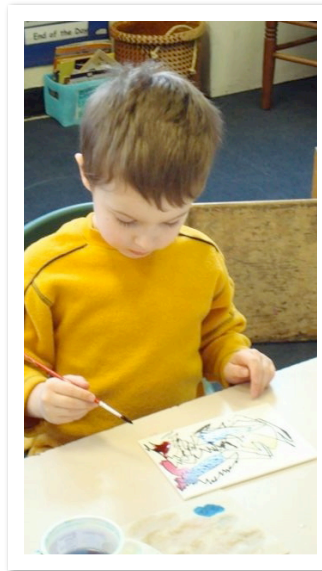
Tea Party in Barb's Room!

# Lower Primary Group *Hands On Learning*

The Lower Primary group is happily engaged in all kinds of play, cooking, creating and learning, indoors and out. Nancy's group has been studying the human body, including the senses, the skin, the brain, bones and the digestive system. Christy and Barb's group are studying famous artists including O'Keefe, Mondrian, Kandinsky, VanGogh, Seurat and Klee. Make sure to come down and check out the children's artwork!



Emily choses a bone to paint for her Georgia O'Keefe study.



Ben creates his own painting after learning about the artist Paul Klee.



Gwyn works on creating a paper mache "thinking cap" as part of her group's study of the brain



Christy's group explores Mendon Ponds



# Upper Primary Group *Medieval Times*

by Susan David

The Upper Primary group has undertaken a study of medieval times. A major focus of our study has been the lives of people of that era. Through the building of a castle and walled town we have explored who would have lived there as well as learning about those who lived outside the walls, the serfs or peasants who grew food to support the people of the town and castle.

This unit began with a visit by King Le Roux (Paula) who granted a charter and commanded that we build in order to secure English land against the Welsh. The Lords and Ladies of the Square Table have met regularly to make plans to accomplish the task given to us.

Information was gathered through videos, seeing a slide show, and reading books to find what was needed to accomplish the building project. After our architect, Lord Benjamin, laid out the town, construction began.

Nearly finished with the construction of the castle, castle keep, gatehouse, town wall, streets, church, a well, merchant houses, and trees, we are now adding people, animals, and a market.

When the project is complete, we will be presenting our work to parents, then hosting a feast, with members of the class taking on the roles, including pages, taster, cup-bearer, trumpeters, ewerers, and an almsmoner.



# Intermediate Group *Inventions*



Ethan, Erik, Anna, Aria and Madeline working on their cube projects.

The Intermediate Groups have been working very hard on inventions research, timeline construction, and the analysis of a particular invention through time. It is amazing to see how determined each student is to find out everything there is to know about his or her invention. They are observing changes that have occurred over time and they are digging deeper to find out why. They are also investigating how their invention relates to issues of sustainability.

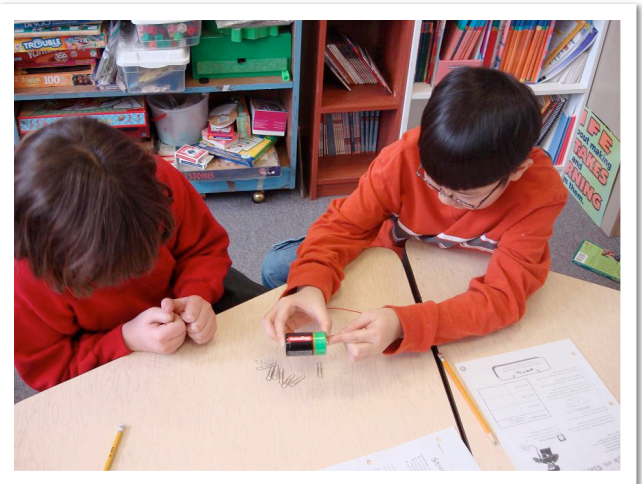
Our study of inventions will culminate in an "Invention Convention". on Tuesday, February 12<sup>th</sup>, at 9:00 am. We hope to see you there!



Aria and Madeline working on their cube projects in math



We asked the kids to write step by step instructions for making a PB&J sandwich for homework. The following day, they had to follow someone else's instructions exactly.



Lucas and Erik making an electromagnet during science.



# Middle Grades Mexican Restaurants



## EL MONO GORDO RESTAURANTE FAMILIA

by Natalie L

At first, at the beginning of the year, we asked ‘Ric if we were doing a restaurant and he was all like: “ You know it !”

A couple of months later , we began work. We had lots of name choices but we decided on “El Mono Gordo” or The Chunky Monkey. We decided who was who, (i.e. Cooks, Waiters etc.) and almost everyone knew exactly what they wanted to be.

We got vocabulary lists of what we should learn to say in Spanish during the restaurant, and everyone worked very hard on learning their lines, and we had quizzes almost daily.

We came up with a bunch of Mexican and Spanish dishes to serve, and wrote and translated detailed descriptions for each one. We typed them up in English and Spanish. We chose a clip-art Mascot , (the chunky monkey) and ‘Ric printed our menus.

Finally, it was the day of the restaurant. Everything went great, everybody spoke Spanish well and everybody loved the food. I’m really glad we did it!

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*Celeste: I think it was hard because we had to speak in Spanish. The fun part was being a waitress. I want to be a bartender next time. I learned it is not easy being a Spanish waitress.*

*Mason: Learning the vocabulary for a waiter was hard but knowing them in the end was helpful.*

*Paloma: My favorite part was that I got to see a lot of people and I learned all sorts of new words!*

*Sam: I thought it was ok when I was nervous. I knew it was crazy last year, but this was a success this year, It was awesome in my account. The challenges were remembering all the Spanish. My favorite part was chopin’ salad and makin’ tacos. What I learned is that it was bueno (good) and fun and I learned Spanish and how to cook!*

*John Ross: I think the restaurant went good, it was fun. I was a cook and I liked it.*

*Artemis: Being a bartender was so much fun! The challenge was being rushed when making the drinks took two minutes! But the benefit was I learned new words and can now make drinks!*

*Alexis: My favorite part of the restaurant was when it got really busy and everybody wanted to get their food and drinks!*

*Tyler: The restaurant was hard because it was really really REALLY busy but it was AWESOME fun waiting on people, talking in Spanish, and eating and drinking the leftovers!*



## THE GRILLED LLAMA

by Aubrey G  
& Amanda H

A restaurant is quite a production and the Cobblestone Spanish teacher, Eric Zabriskie, has pulled it off two years in a row now with help from his students. We started by choosing a name combining the two from last year, the Hungry Llama and the Grilled Bandits resulting in the grilled llama, slightly more offensive than the hungry bandits might have been, but that’s what we chose. We then had to decide what food to serve to the customers. We went with simple Mexican entrees and appetizers. We rehearsed for weeks to learn the lines that were given to us,

but we were good about understanding the meanings of each word. We figured out how to cooperate and work out the orders, we worked out a logo and translated entire definitions. The food was delicious, the children learned and the teachers got a free lunch, hooray!

Jess: *It was really difficult having to make all the drinks because we only had one blender and almost all the drinks required a blender. Also it was really hectic trying to make all of the drinks when five thousand drink orders were flying at you at once. It was really fun to make the drinks though and I loved being able to make as many drinks for myself as I wanted!*

Luke: *I thoroughly enjoyed this experience. I especially liked making the menu even though it wasn't as good as last year (it wasn't laminated). I am also upset because we couldn't get llama burgers in time.*

Zak: *The restaurant was a very fun experience, at some points it was very hectic and lots of people came and all wanted drinks and started complaining because we ran out of some drinks. Overall it was a pretty sweet experience.*

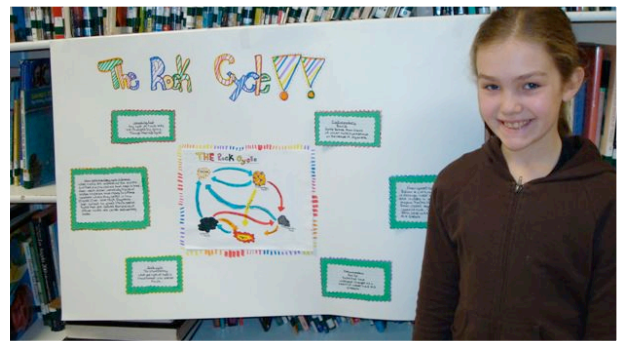
Drew: *The restaurant was an overall success. It was difficult in the beginning especially memorizing lines. The rest went pretty smooth. It was very fun the day it came. Everyone seemed to enjoy it very much.*

Jacob: *The most rewarding part was eating all the food at the end!!! I liked having my llama collection there for decoration.*

## LMG News

The Lower Middle Grades have recently finished an earth science research unit. Students pursued areas of interest in geology: such as the rock cycle, gems and birthstones, fossils, and ores. This followed a previous unit on plate tectonics. We have begun our play unit and will

perform "Arsenic and Old Lace." The play takes place in the 1940s and children are researching different aspects of 1940s, in NYC and internationally. Some of the areas of study have been popular recipes, dress, art movements, Teddy Roosevelt, Yellow Fever, Arsenic poisoning and the Panama Canal. Both research units culminate in research fairs. Rehearsals and committee work in preparation for the play have begun in earnest now. Our play is scheduled for March 8, at Stages Theater. Come and enjoy!



LMG Earth Science Research Projects!

# UMG News

The Upper Middle Grades are hard at work rehearsing for our play, "The Will and The Spirit." The Play features Neal Downer and the strange circumstances surrounding his inheritance of his uncle's notoriously haunted estate. The play is our major fundraiser supporting the class trip to New York City in May, so students are also working in committees to design the set, create special effects, sell tickets and advertisements to local businesses for the program. Please support the UMG by attending one of our performances Friday Evening, March 7th or Saturday morning, March 8th at Stages Theater.

The UMG is also in the process of putting together the recipes collected earlier this year for our cookbook fundraiser. Look for more information about cookbooks in the weeks to come.



Upper Middle Grade Great Pumpkin Drop

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## The Curriculum Continuum... Looking Ahead Night

**Wednesday, March 19, 2008 from 7 to 8:30 p.m.  
For All Grade Levels**

Each year we devote an evening to looking ahead at what's next for your child. As our students get older, their needs change and it's fascinating to see first hand how our program changes to address these needs. Throughout the school there will be displays showing the progression through the levels in the various curricular areas. For example, you can see the continuum of math skills as you view work from successive age groups next to each another. Teachers will also be available to talk about how they approach both the curriculum and the changing social emotional needs of the students at their level.

Whether your child will be changing levels next year or continuing at his or her current level, there is much to learn about our curriculum at this event. Seeing the curriculum from start to finish is a very powerful affirmation of our philosophy. We hope you'll join us for this informative evening.

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## Cobblestone Chess Club

Rochester Chess Club

Instructors

Mondays 3:00-4:00

After School Care



Talent night has been rescheduled!  
Friday, March 28th, 6:30 – 8:00  
Downtown United Presbyterian Church  
121 N Fitzhugh Street

