

# Cobblestone School

*Where Children Love to Learn - Celebrating 25 Years!*

## In The Footsteps of Dewey

by Paula Wooters, Director



At our teacher In-Service on Friday, March 20, the faculty reviewed the writings of some of the educational philosophers whose theories inform our program here at Cobblestone. While we draw on aspects of many philosophers' theories, John Dewey is perhaps the philosopher with whom we have the most affinity.

One of the cornerstones of Dewey's ideas about education is what he calls *the theory of experience*. In order to design effective education, Dewey believes we must first understand the experiences children bring to the classroom. Dewey says that people are affected by all of the experiences in their lives, which he defines as *continuity*. His notion of *interaction* looks carefully at how past experiences interact with present situations. The role of the teacher is to learn about his or her students' past experiences to learn how to best design and present curriculum.

So, how does this look at Cobblestone?

When we ask children about what they are curious about, there is an assumption of *experience*. It is difficult to define something you're interested in without having had at least an awareness of that thing or concept. Students' questions give teachers insight into their past experiences and provide a framework on which to build future curriculum. The beauty of discussion group is that sharing experiences generates new interests. One student's excitement about a topic may create a similar spark in another child or even an entire class.

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*"A good education is another name for happiness."*

*- Ann Plato*

Another common practice at Cobblestone is making connections between things. When we do this, we are bringing our past experience to connect with new things.

Dewey was also a proponent of democratic process in the classroom. Again, Dewey's concept of *interaction* comes into play. By working together on projects, helping choose themes for study, taking turns leading the class, creating classroom guidelines together and learning to solve conflicts, our students learn what it means to function successfully in a democratic community.

Dewey promotes both democratic process and building on experiences, yet he is not in favor of a creating a "free, student driven" environment. Left on their own, he believes children don't know how to structure their own learning experiences for maximum benefit. At Cobblestone this is where the teachers come in, to help our students receive maximum benefit from their time with us. Our gifted teachers provide a framework for students to explore their interests, as well as to gain basic competencies in the various curricular areas. Cobblestone is not a place where children only do what they want. Teachers acknowledge students' areas of both strength and challenge, providing opportunities to run with areas of interest, while helping them find strategies for approaching the things that do not come easily.

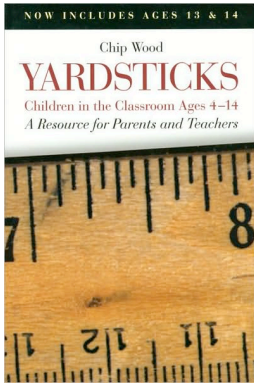
John Dewey's ideas and philosophy have played a big role in the formation of Cobblestone. We also draw certain aspects from the philosophies of Rousseau, Holt, Piaget and others. In future newsletters we hope to highlight some of their philosophies for you. In the meantime, we're including a "recommended reading" list in this issue of the newsletter for those of you who want to delve further into educational philosophy. The more you read, the more you'll see why Cobblestone is a place "Where Children Love to Learn".

**Education is a social process. Education is growth. Education is not a preparation for life; education is life itself. (John Dewey)**

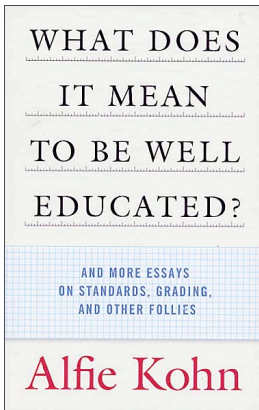


# Recommended Reading From Paula...

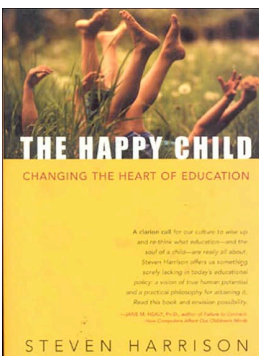
Over the years, I've found several books on education that have had a significant impact on my teaching practice. What we do here at Cobblestone can be somewhat mysterious to parents because we don't limit ourselves to one philosophy or a set of curriculum that can be easily articulated. For those of you who want to learn more about educational philosophy and developmentally appropriate practice, these books may be helpful.



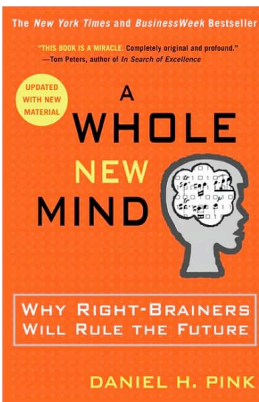
***Yardsticks*** by Chip Wood - This book is a wonderful reference for understanding developmentally appropriate activities for different age groups. Wood outlines patterns in the physical, social, language and cognitive areas for ages 4 - 14.



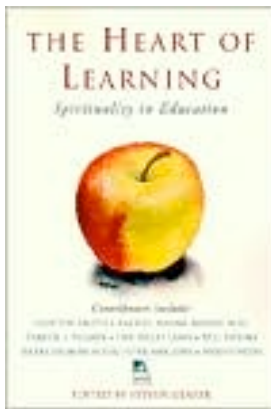
***What Does It Mean to be Well Educated?*** by Alfie Kohn - What exactly is it that we want from our children's school experience? What defines being "well educated"? How do we achieve this?



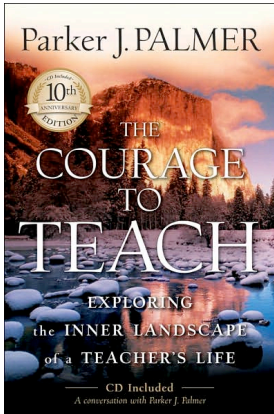
***The Happy Child: Changing the Heart of Education*** by Steven Harrison - What experiences help our children become confident, happy people? Harrison challenges us to rethink the ways in which we construct our communities, our workplaces and our schools, with the ultimate goal being to lead a happy life. This is a quick read, but well worth it!



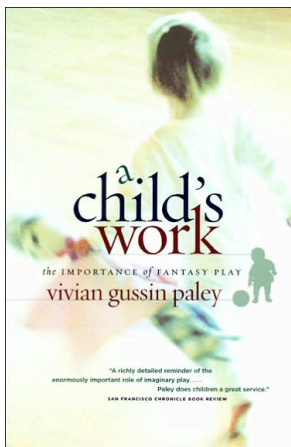
***A Whole New Mind*** by Daniel Pink - Pink discusses the importance of creativity in the 21st century marketplace. He gives reasons why people who are creative will be sought after in the job markets of the future.



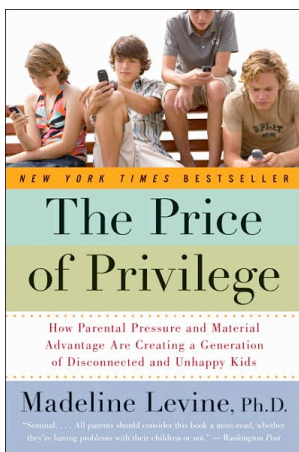
***The Heart of Learning*** by Steven Glazer, Editor - From the book jacket: “*The Heart of Learning*” shows how learning can be far more than an intellectual process - that it can be a way to connect with the mysteries and wonders both in ourselves and in the world.”



***The Courage to Teach*** by Parker Palmer - Of the books listed, this one has had the most profound influence on my teaching practice. Through this book I came to see teaching not just as a profession, but as a spiritual endeavor. Teaching enriches my life and uplifts me. It also grounds me in the world. Palmer’s book helped define this feeling for me.



***A Child's Work*** by Vivian Gussin Paley - In this book, Paley “makes the case for the critical role of fantasy play in the psychological, intellectual, and social development of young children.



***The Price of Privilege*** by Madeline Levine - The various strands of this perfect storm - materialism, pressure to achieve, and parental difficulties with attachment and separation - point to a crisis in America's culture of affluence, a culture that is as unmanageable for children as it is for their parents, particularly their mothers. While many privileged kids have the ability to make a "good" impression, alarming numbers lack the basic foundation of psychological development—**the self**. They are bland, disinterested, uncreative, and most of all unhappy. (excerpt, Barnes & Noble)

# CLASSROOM HAPPENINGS

In January the **Lower Primary Groups** (Barb King & Christy Field) began their “Trip Around the World” theme! The children made a travel guide book that points out the unique facts about each country they will be visiting. The first stop around the world was **Mexico** and a Mexican market was set up in Barb’s classroom. The children learned about Mexico through various books and activities, such as mixing and rolling out their own tortillas for a Mexican Fiesta and making Mexican tin animals! Natalia’s dad also shared stories and pictures from his childhood.

The next stop on their trip around the world was **China**. Again, a Chinese market was set up in Barb’s classroom and the children play with the various Chinese items during free choice time.



The children have been writing their numbers, their names, and the word “market” using Chinese characters. Many traditional Chinese tales have been shared with the children, including *The Greatest Treasure*, *Thank You Meiling* and *Chen Ping and His Magic Axe*. The children in Christy’s group learned about different houses that can be found in China, including cave dwellings, yurts, and courtyard houses. The children used craypas to draw their favorite style house and then painted over the drawing with a watercolor wash. Barb’s group explored China

through tangrams, topography, pandas, origami and shanshui painting. In early February the children made fortune cookies and then celebrated Chinese New Year by having a feast with rice, mandarin oranges and their fortune cookies -- all eaten with chopsticks, of course! The celebration also included a parade around the school wearing a lion/dragon that the children created!

The Lower Primary Groups have been participating in a long-standing Cobblestone tradition - tapping sugar maples! Each child had a chance to drill the holes and tap the spigots into the tree. Buckets were hung and all the children were able to taste the fresh sap as it dripped out of the hole. Each day the children checked the sap, bringing buckets in to boil down and track the number of buckets in graph form. To complement this process, the children heard stories about maple sugaring and sequenced the process in picture form. The children were able to taste the results of their hard work with a pancake breakfast - delicious! The maple sugaring process is a great example of how science is incorporated into the primary levels - through the seasons and nature and our connection to the world around us.



Lower Primary math groups have been working on measurement and estimation, including measurement by weight (scale/pounds), temperature (thermometer/degrees) ruler (inches), unifix cubes and measuring cups. Christy's class has been estimating how much their amayllis has grown, adding unifix cubes to measure it and then counting the inches! Barb's class plays "Estimation Station" each week, a game in which children estimate various treasure box items. Children have also been working on number concepts and number writing. The children in Barb's group celebrated the 100th day of school by weighing and measuring 100 items, such as toy cars and pennies. Barb's math group has now moved on to studying place value, using base ten blocks, patterns, and playing "Which Number Comes After/Before".



In reading, Christy's group has celebrated the letters B, K, M, D, V, and S. Barb's reading group has been learning about word families, including -ail, -ing, -ip, and -ug. Both classrooms have word pockets/word walls with words (sight words and others) that each child uses for practice in reading and writing. Children have also been practicing upper and lower case letter writing and sentence structure in their *Handwriting Without Tears* books.

Finally, these busy groups have felted their own pin cushions for handwork!

The **Upper Primary Group** (Susan David) spent a good portion of January rehearsing for their play "The Happy Rain". During this process the children spent time drawing their characters and comparing themselves with their characters. They also spent some time doing acting exercises and playing theater games. For example, one afternoon the children took turns walking down the second floor hallway displaying different emotions, such as pride, sadness, or excitement. Rehearsals for the play included where to be on stage at all times, expressive delivery of lines, use of gestures, remaining in character even when not delivering your lines, and voice projection. Additionally, the kids worked together on designing and painting backdrops and set pieces, making posters, and putting together a program. All of their hard work paid off, as the play was a resounding success!!

The week after the play was spent in reflection of the play process and in active learning. The main theme for this week was "What Makes It Rain". (Students cheered when they saw science on the schedule four times that week!) The children acted out the water cycle, making an ocean in the middle of the room, with clouds on the table tops, and a flashlight became the sun. Using the words evaporation, condensation and precipitation, children moved through the various stages of the cycle. Several other experiments and demonstrations allowed students to experience those concepts in different forms.



The current theme for the Upper Primary Group is Magic Around the World and comes from the children's interests and questions. Questions posed revealed interests ranging from fairies to dragons and wizards, from crystals to telling the future. A large part of this study will be organized around a question that was asked about what people in different cultures believe. Through this perspective, they will be able to study all of the other questions.

In language arts, the children have been learning about proper nouns. Finding hidden paper with nouns printed on them around the room, children determine whether the noun is general or specific (making it a proper noun). They will also be learning about the use of quotation marks and contractions.

In math, this group has begun a study of money, including identifying values and counting money. They will soon be setting up a "store" in which each student will bring in items from home to sell. Each child will get the chance to practice their "money skills" by being the customer, as well as the cashier.



The Upper Primary Group also recently began taking turns for "Special Person of the Week". During each child's week, other members of the class find adjectives to describe the "special person" based on letters in his/her name (and using dictionaries to find the words). The "special person" is the center of a circle of

appreciation and on Friday he/she brings in something special to share.

The **Intermediate Groups** (Bridget McLaughlin & Greg Kunzer) also spent much of January preparing for their class play "100 Years of Peace". Preparation included deciding on parts, adding lines to the original script, reading and learning lines, playing drama games, and creating props and scenery. Their hard work was rewarded with an amazing play and a fun post-play cast party!



Students spent part of the next week writing a reflective essay on the play season. Some children chose to write about the steps necessary for putting on a play and others wrote about their top three interests during the process. After completing their first draft, Bridget and Greg conferenced with each child to provide feedback for the final draft.

The Intermediate Groups are continuing their "Study of the World" theme with a focus on Europe, specifically the topic of building - both the actual art of building, as well as famous buildings found throughout Europe. Questions regarding building were generated for further study. The children were then challenged to build structures out of simple supplies, such as marshmallows. The children discussed the results, as well as the process.

The groups have also learned about the people involved in the planning, designing, and constructing a building and were introduced to the concepts of ‘live loads’ and ‘dead loads’ before they began constructing their own suspension and truss bridges.



In January/February, Bridget’s math group worked on multiplication and division. The children solved multi-digit with regrouping multiplication problems, writing and solving division story problems and playing games that increase retention of multiplication facts. This group then moved on to fractions. Students learned equivalent fractions by representing halves, quarters, eighths, and sixteenths in their ‘Brownie Pans’ and geo-boards, and thirds, sixths, and twelfths with cookies and books. Bridget’s group is currently learning how to reduce fractions to their simplest form and find common denominators.

Greg’s math group has been working on geometry, including angles, perimeter, and area. The children enjoyed using their knowledge to determine the area of a classroom window! The group has also been finding the area and perimeter of composite shapes, which involves some problem solving and the use of algebra. This group has now

moved on to the understanding of decimals to the thousandths and adding and subtracting decimals.

In language arts, Bridget, Greg and the children communicate through journals each Monday. Students chose 5 spelling words each week from their journals or from lists of spelling ‘demons’ provided by the teachers. The children are also given a spelling rule each week and 5 words that serve as examples of the rule. Children continue to work on cursive skills, using the *Loops* program.

In book clubs, children were required to choose 2 biographies to report on. Biographies chosen include Neil Armstrong, Wilma Rudolph, Helen Keller and George Washington. Over February break, children were asked to write a report on a president, which they then presented to the class the first day back from break. Upon hearing the reports, children had to write down at least 3 facts about each president.

This group continues its Gym & Swim program at the Monroe YMCA and are currently enjoying the swim portion of the program. The children wrapped up their 10-week art session with Cathy Feinan by attending an art reception at the Monroe Branch Library, where their papier mache masks were displayed. The Intermediate Group continues to enjoy Spanish and music twice a week!



As with the Lower Primary and Intermediate groups, the **Lower Middle Grades** (Jen Little & Kathy Harlow Fisher) spent much of January preparing for their play “Much Ado About Nothing”. As with the other groups, students were involved in all aspects of the play process, from character development to the creation of scenery.

Lower Middle Grades continue their study of Ancient Greece. Students are learning about the education, assembly, art, theater, Olympics, and mythology of Ancient Greece. To reinforce their learning, students are creating a newspaper that took place during that time period. They are also holding debates for the Greek assembly about social issues of that time.

Students have recently begun pen pal relationships with ESL students at Jefferson High School who are refugees of Burma, Thailand, Sudan, Somalia, and Yemen. They have been studying these countries and their cultures to enrich the pen pal relationship.



In social studies, the Lower and Upper Middle Grades have started to learn about World War II. To introduce the topic, the children discussed the chronology of events leading up to and including WWII. Students will soon be asked to research one aspect of the war and then present their findings to the class.

Kathy’s math group has been working on decimals. They have also been learning about budgeting, including how to balance a checkbook, write checks, and learning the terms “variable expenses” versus “fixed expenses”. They will be moving on to the multiplication and division of decimals and then will begin to explore the metric system.

Jen’s math group is working with integers, using all 4 operations. They are problem solving, evaluating algebraic equations and using inverse operations to solve equations with integers.



Both the Intermediate Groups and Lower Middle Grades were fortunate to have the opportunity to take a field trip to FLCC’s Muller Field Station, located at the south end of Honeoye Lake. Prior to the visit, the children had learned about mammals and how to identify different types of mammals by looking at their skulls. Each child then did some independent research on meadow voles, white-footed mice, and the poisonous shrews. At the Field Station, the children hiked out to check the traps. Out of 12 traps, 6 contained an animal. The group carried the 6 full traps back to the main building where the species, gender and weight of each animal was determined. The animals were then released back to the spot of capture. The information gathered was then graphed and used to create a PowerPoint presentation.

The **Upper Middle Grades** (Jim Rolince) entertained the school with their performance of “Monty Python and the Holy Grail”! The play was very successful and so, so funny! Not only were students responsible for the play process, but also had the added responsibility of holding a bake sale before and during each performance of their play to raise money for their trip to Washington D. C. The week after the play was spent writing play reflections using the “whole” writing process - prewriting, writing, and revising.



In language arts, this group recently began a study of Multiple Intelligence. The goal of this topic is to encourage each student to gain an understanding of his/her learning style and the various ways one can be “intelligent”. Students will be researching and presenting on one intelligence (linguistic, musical, logical-mathematical, spatial, bodily kinesthetic, intrapersonal, interpersonal, and naturalist). The use of MLA citation will be stressed.

In science, the Lower and Upper Middle Grades are beginning their study of the human body system. Students are currently working on a research project in which they assume the role of doctor. They are told that many of their patients are unaware of the importance of

their body systems. The students/doctors have to make a presentation to their patients to explain the body system. Each student must produce a comprehensive research paper on his/her assigned body system (digestive, muscular, respiratory, circulatory, nervous, skeletal, immune, endocrine).

Upper Middle Grade math groups are studying finances, including keeping a check book and calculating interest on a credit card. Each student has chosen a profession and has been given the task of computing the percentage of money needed for bills, taxes, etc. The other math group is studying algebra in geometry: the number of degrees in a figure, the degree of an angle and algebraic concepts to explore geometry.





# PLAY SEASON AT COBBLESTONE!

During the year, the children in each discussion group prepare a play to perform. Emphasis is placed on the process rather than the finished product. The children immerse themselves in the creation of costumes and scenery, and often, in the creation of the story itself. So that all of this effort can be acknowledged, they share their plays with each other and finally, a formal performance is presented for parents, relatives and friends. The students in the younger groups perform their plays in their classrooms where the environment is known and comfortable.

**Monty Python and the Holy Grail**

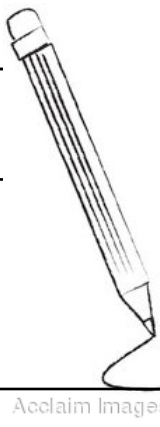


# 100 Years of Peace



# The Happy Rain





## STUDENT MUSINGS...

**The following letters are thank you notes to John & Sasha at the Muller Field Station (a field trip destination for the Intermediate & Lower Middle Grades). Students were encouraged to share what they enjoyed and what they learned.**

Dear John - Acclaim Images.com

*Thank you for having us at the Muller Station! It was so much fun to hold the animals and look at them up close, even though my mother probably didn't like it too much. I'll definitely remember the 60 gram meadow vole because I was shocked that it weighed that much. That's one fat meadow vole!*

*What interested me was to see all the wild life there. I really thought it was beautiful to be out there and learn about the animals and how they live. What surprised me the most was how we caught two voles in one trap! I really didn't see that coming at all! I did think the owl pellet was a little gross and that you picked it up and broke it apart! But - that's life! I think the hardest part for me was either not tripping while holding the vole or keeping calm and quiet at times when needed. (I'm a clutz and I'm loud...a lot!)*

*Again, thank you so much for letting us have that experience! I had a great time and I hope to go back again.*

Dear Sasha -

*I really truly think that today, February 25th, 2009, was the best field trip at Cobblestone School. And that is 5 years with at least 12 field trips per year, so that is a big compliment. I think I just might become an animal scientist when I grow up, if I cannot become a veterinarian. Being a veterinarian is my absolute dream. I love with a capital L animals of all shapes, colors and sizes. I do not know how I am related to my mom when she shrieks because of a cute, helpless garden snake. That is why I was immensely interested today. I find it so interesting that shrews are nocturnal and venomous. I mean, who would ever think a shrew would be venomous? They are such interesting little rodents, with their incisors, and fur, and teensy, eensy, weensy eyes and all. I wonder why they are so small it they are ferocious hunters? The meadow voles are interesting too. (I wish I could think of another word for interesting. It seems so boring.) Anyway, I hope me and my family can come see you guys again. I will miss the animals. It would be really nice if I could see them again somehow. I will also very much miss you. I like you. You seem like a smart, kind and very pretty person. I like everything about you. I even like your name. Sasha. it is so beautiful - it rolls across my tongue like an otter on the sparkling Honeoye Lake!*

Dear John -

*Thank you for teaching us about voles and other little animals. It was really fun! I loved when we looked at the voles. They were so cute! I'll remember everything!*

*The thing that was most interesting was probably when we went looking for the voles. It surprised me that there were so many traps with voles in them! I don't think that anything was gross. The funniest thing was when we dissected the owl pellet.*

*I hope that I can come back there some time. It would be fun to see birds. I would also want to see some rabbits! Thanks again for all that you did.*



# AFTER-SCHOOL PROGRAM



There has been a lot of excitement in After School lately! As many of you know, every Tuesday our students work together writing and recording musical material. It has been a wonderfully collaborative and exciting environment, with many students, from young to old, contributing to the content of each song. After School's full-length album of original material is complete, featuring the hit singles "Apples" and "Cobble Cat" among many other feel-good jams! Almost every student in our Tuesday program contributed to the song writing and recording process. The CD is a true reflection of the creative spirit of Cobblestone students. They are available for purchase in the office for \$10.

## Other After School News:

- After School has moved on to producing, filming and editing music videos to go along with the CD!
- Many older After School students took part in a photojournalism project, using the disposable cameras that were given to After School as gifts. This project consists of the students researching and writing an article about one aspect of the After School program and taking relevant pictures to support the article. Madeline W. interviewed a student who helps out with the After School Program for high school community service credit:

Madeline: *Why do you work here?*

Alex: *I need community service credit.*

Madeline: *What do you do in After School?*

Alex: *I supervise the kids, play games, go outside and occasionally do some juggling.*

Madeline: *What do you give up to work in After School?*

Alex: *It doesn't matter. I want to work here!*

Madeline: *What is your favorite thing in After School?*

Alex: *Cooking day!*



Get  
your amazing  
Cobblestone CD  
today!

# THE BOARD CORNER

## Dear Community Member:

It is an exciting time for us at Cobblestone and much work continues that benefits our school. On behalf of the Board, I want to update you on some matters of importance:

The **strategic planning** retreat, held on March 7, found an unprecedented number of community members participating; individuals came forward to give their time and ideas into this very important process. Please see information from Fran and Ed in this newsletter; most importantly, please know that we are most grateful for your role in this plan that will position Cobblestone for our future.

The **search committee** for the Director has been identified and includes: Barb Quinn, Scott McDonald, Bridget McLaughlin and Bill Spelman. Solicitation of applications and nominations will be sought in the next two weeks and onsite meetings of candidates will occur shortly thereafter. Please continue to follow the search from our emails and other updates.

Our community responded to the call for **nominations** of individuals to serve on our **Board** and we are thankful for those who nominated and those who are considering the positions. According to the Governance Task Force, we have an outstanding applicant pool and have set a record for individuals expressing an interest with their willingness to commit to Cobblestone. Thanks for your help in this important process.

Mark your calendars now for our **annual community meeting on May 14, 2009** where we will elect our Board, approve our newly proposed by-laws and learn more about the school. More details will be forthcoming.

Thank you all for your continued support and dedication to a successful Cobblestone!

**Bill**

## *Strategic Planning at Cobblestone-* contributed by Fran Barr

Cobblestone's Board has initiated a strategic plan to focus on the growth and vitality of our school. Led by Margaret Sanchez of Sanchez & Associates, a group of 33 dedicated parents, teachers, board members and staff personnel gathered at the school on Saturday, March 7 to partake in a retreat designed to identify a future direction plan for our school.

It was an energizing and refreshing day (albeit exhausting). Everyone had the chance to contribute and participate in a thoughtful discussion of issues. At the day's end, four priority areas were identified:

- Curriculum: To sustain and improve educational rigor;
- Leadership: To empower effective leadership;
- Communication: To develop an effective communication network; and
- Financial Stability: To achieve financial stability and strategies listed for each.

This initial work will now go to the Strategic Planning Committee to be fine tuned and then sent to the Board for approval. The final plan will be published to all of our Cobblestone families by late spring.

## **Members of the Board of Trustees**

**2008-2009**

Bill Spelman, Chair  
Scott McDonald, Vice Chair  
Bill Lista, Secretary  
Steve Mowers, Treasurer  
Peter Abdella  
Fran Barr  
Landy Atkinson  
Eric Bell  
Bridget McLaughlin  
Ed Mineck  
Anthony Villani

Board meetings are held on the third Thursday of each month at 7:15pm.

# EXPLORING SUSTAINABILITY - *Cobblestone's Organic Garden History* by Aimee Wood

In early 2007, the Green Team was formed as a task force under the school's sustainability theme. Parents and teachers convened and decided to build an organic garden on the school grounds to supplement the curriculum. In early 2008, Cornell University awarded the school with a Kid's Growing Food Grant. The money was used to build the beautiful raised beds you see as you enter the school driveway. In addition to the garden, we were able to purchase apple trees and raspberry bushes.



Last spring, the Green Team transformed into the Garden Committee and spearheaded the enormous effort to build the raised beds. The whole school took part in hauling dirt, spreading mulch, and finally planting the seeds. Over the summer, the garden grew and the school was able to harvest many wonderful vegetables such as carrots, tomatoes, pumpkins, and various aromatic herbs! In the fall, we put the beds to rest and we are eagerly awaiting spring weather.

This garden cannot happen without our wonderful families! If you are interested in volunteering time to get the garden started, please email the yahoo group coordinator [aimeekwood@gmail.com](mailto:aimeekwood@gmail.com). Gardeners of all abilities are welcome - parents, teachers and students!

To follow the history of the school garden, please visit the web blog at [www.cobblestoneschoolgarden.blogspot.com](http://www.cobblestoneschoolgarden.blogspot.com)





# WHY CHOOSE COBBLESTONE?

## A Student's Perspective & A Mother's Response

### What I Like About Cobblestone

By Mason O.

What I like about Cobblestone is mainly the kids, teachers and subjects.

The kids are very nice and do not tease or bully. They are easy to be friends with and are supportive and fun to work with.

The teachers are very nice and supportive. If you need help they will happily explain what you do not understand. The teachers make the projects more hands-on instead of just presenting the information. The teachers also listen to the kids' opinions.

The subjects are more interesting and fun. Everyone is willing to work so we can learn more and it is much more fun.

It is also kind of cool that going to the principal's office isn't always a bad thing – she'll invite you into her office to eat lunch!

Cobblestone is a very good school and I really enjoy it.



### Transformed by Cobblestone

By Cynthia C. (Mason's mom)

“How was school?”

“Fine.”

“What did you do today?”

“I don't know.”

We had the same conversation after school every day for five years. School was never anything he was excited about. He was doing fine academically but he didn't see the point of most of what he was asked to do. Getting him to do his homework stressed us all out. He had not made any good friends and was being teased and bullied. He didn't even know the names of all his classmates. School was something he had to do, but it was not something he wanted to do.

Then he went to Cobblestone...

“How was school today?”

“Good!”

“What did you do?”

“Oh, we....” And he was off, telling me about what he learned, what his class was studying, what he did with his friends today. The difference was amazing. He was a totally different kid. He was smiling more often, he developed some good friends, he loved going to school, even when he had to catch a 6:54 AM bus! He was excited about what he was doing in school. He knew the names of everyone in both LMG classes. He was more confident... I could go on. What my child has learned at Cobblestone is that school can be fun and learning can be interesting. The difference in him has been worth every penny we have spent on tuition... and more!

# Alumni News- *Where Are They Now?*

**Brendan W.** graduated from Cobblestone in **2008**. He now attends the Harley School.

*“Brendan has had no problem settling in at Harley, which is noteworthy from Cobblestone’s perspective because Harley has an accelerated program.” (Brendan’s mom)*

**Tyler S.** graduated from Cobblestone in **2008** and is now attending School of the Arts. The transition has been very easy for Tyler and she has maintained a 4.0 average this year.

**Jacob L.** graduated from Cobblestone in **2008** and is now a freshman at Brighton High School. He has transitioned well and is receiving all A’s and B’s.

**Zakariah D.** graduated from Cobblestone in **2008**. He is currently attending West Irondequoit High School. He is an honor roll student and is receiving all A’s and B’s.

**Eli B.** graduated from Cobblestone in **2006** and is attending the Harley School. He has become very active in the Rochester Chess Center and has started to think about college.

**Emma W.** graduated from Cobblestone in **2006** and is attending the Harley School.

**Grace T.** graduated from Cobblestone in **2006** and is attending Mercy High School.

**Gabe T.** graduated from Cobblestone in **2005** and is attending Allendale Columbia School.

**Hannah G.** graduated from Cobblestone in **2005** and is currently a senior at School of the Arts. She is the Salutatorian of her class, a member of National Honor Society, a member of the Varsity tennis team, and has played in the pit orchestra for three school musical productions. The University of Rochester is her first choice for college.

*“I wondered how she would do after the small school atmosphere at Cobblestone, but I didn’t wonder for long. She was able to be responsible, take charge of her education and figure out what to do to get the job done.” (Hannah’s mom)*

**Ethan L.** graduated from Cobblestone in **2004** and went on to Brighton High School. He is now attending the University of Rochester.

**Ben S.** graduated from Cobblestone in **2003** and was accepted into the Wilson IB program, but chose to attend and graduate from the Harley School. He now attends Syracuse University, majoring in Political Science. He has maintained a 3.4 or above GPA since graduating from Cobblestone.

**Kevin M.** graduated from Cobblestone in **2003** and is a sophomore at Tufts University.

**Shana K.** graduated from Cobblestone in **2002**. She is in the honor program at SUNY New Paltz, where she studies Creative Writing and English History. She is currently on a study abroad program at Oxford University in England.

**Courtney M.** graduated from Cobblestone in **2002** and is a junior at Tufts University. She is currently spending the year abroad, studying in China (fall semester) and Uganda (spring semester). Courtney has been blogging about her amazing experiences abroad at <http://kunmingkampala.blogspot.com/>

**Kaitlin L.** graduated from Cobblestone in **2002** and went on to Webster High School where she graduated as Salutatorian of her class. She is currently at Kenyon College.

**Brandon C.** graduated from Cobblestone in **2002** and went on to Allendale Columbia School. He is currently attending McMaster University in Hamilton, Ontario, Canada where he is studying Biomedical Engineering.

**Rachel M.** graduated from Cobblestone in **2001** and homeschooled high school. As a homeschooler, she took classes at MCC and received her Associate's Degree. She then attended Geneseo, but left after junior year because the school did not meet her standards for education. She is working right now and has traveled to England, Scotland, Greece, Italy and France. She will be traveling this spring to Oxford (to spend some time with Shana K.), Dublin, Brussels and London.

**Kevin W.** graduated from Cobblestone in **1998** and went on to attend Greece Odyssey, where he graduated as the Salutatorian in 2005. He is now attending RIT in the New Media Design and Imaging Program.

*“Kevin’s transition process is interesting to me because Kevin wasn’t a gung ho student. Yet he slid into Odyssey’s program with ease; he was either on par with or ahead of his peers in public school both academically and socially. It was quite the sight to watch my shy firstborn become the class leader because he knew how to work with both his peers and adults.” (Kevin’s mom)*

***“The biggest difference between either of my children and their fellow students at the schools they attended after Cobblestone was the social/emotional difference. My kids know how to work with people, how to talk to adults, how to express themselves politely, how to diffuse conflict and what steps to take when conflict cannot be diffused. They have a much more mature approach to both their peers and their teachers....and they learned this at Cobblestone.  
(past parent)***

***“I have always felt like I was able to transition so competently and comfortably from a non-grading system at Cobblestone to a traditional graded system because my time at Cobblestone instilled in me the desire to learn for the sake of learning, rather than a desire to get a good grade or to avoid punishment. I was so used to working on independent projects and reading books on my own that getting good grades was just like icing on the cake! Cobblestone allowed me to pursue the things that I was interested in and nurtured my growth in such a personal way that could never have been achieved in a traditional elementary school system. (alumni)***

## Cobblestone Summer Camp 2009 - "Wonders of the World"



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!

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 take a variety of interesting walking field trips. A few highlights are painting ceramics at the Bisque and Brush, a trip to the Dryden Theater and the sidewalk sale at Utta Clutta and Urban Essentialz.

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 or days fit your schedule. After camp care is also available from 3-6pm each day. Cobblestone Summer Camp fills up fast -- hurry and sign up!



### 2009 Camp Sessions Weekly Activities Include:

**\*Monday & Wednesday:** Swimming & Art  
Taekwando: weeks 1-3, P.E.: week 4, Yoga: weeks  
5-6, Music: weeks 1-5, Spanish: week 6

**\*Tuesday & Thursday:** Field Trips  
**Friday:** "Magical & Musical"

#### **July 6-10 Rockin in the USA**

**T:** RMSC/Planetarium

**Th:** Brown's Berry Patch (pick blueberries & the  
BIG jumping pillow)

**F:** The Magic Guy

#### **July 13-17 Climb the Great Wall of China**

**T:** Joe Shower's Juggling Act, Dryden Theatre,  
Pencil Playground/Basketball & Urban  
Essentialz sidewalk shopping

**Th:** Greece Town Park (Tennis /Playground) &  
Adventure Landing

**F:** Flash in the Pan Show

#### **July 20-24 Italian Carnevale**

**T:** Regal Cinema Movie: TBA, Henrietta  
Wooden Playground & The Club House

**Th:** Strollin Park Ave: Bisque-n-Brush, Gelato,  
Mushroom Playground & Utta Clutta shopping

**F:** Rosco the Court Jester am  
Rich the Magic Guy pm

#### **July 27-31 Egyptian Eye**

**T:** Strong Museum & Manhattan Sq. Park

**Th:** Buckland Park & Bounce-It-Out

**F:** Rockin 'n' Frolickin Show

#### **Aug. 3-7 Island Treasures**

**T:** Roseland Water Park

**Th:** Ontario Beach Park, Durand Eastman Beach  
& Ice cream @ Don's Original

**F:** Karaoke & Magic: Jimmy C Music Machine

#### **Aug. 10-14 Mexican Fiesta**

**T:** Public Market & Museum of Kids Art

**Th:** Long Acre Farms (amazing corn maze & the  
BIG jumping pillow)

**F: The Wonderful World of Magic Show**  
**Throw a whip cream pie in your favorite**  
**counselors face!**

\* Subject to change due to weather

## UPCOMING EVENTS & CALENDAR

### April/May/June Dates to Remember:

|             |  |
|-------------|--|
| April 10    | NO SCHOOL Good Friday*                     |
| April 20-24 | NO SCHOOL Spring Break*                    |
| April 29    | Trashathon                                 |
| May 2       | Rafe Martin Storytelling Performance 2-4pm |
| May 14      | Annual Meeting                             |
| May 16      | Spring Fling/25th Anniversary              |
| May 22      | NO SCHOOL Teacher Inservice*               |
| May 25      | NO SCHOOL Memorial Day*                    |
| May 29      | Music Night 6:30-8pm                       |
| June 2      | Moving Up & Out Day                        |
| June 5      | Graduation/End of Year Picnic              |

\*vacation camp available



### Mark your calendars for May 2nd - RAFE MARTIN STORYTELLING EVENT!

Back by popular demand, this event was a huge success last year with over 200 attendees!

Rafe Martin is a professional storyteller and award-winning author of books for adults and children. He recently won the 2008 Empire State Award. This award honors a body of work that represents excellence in children's or young adult literature and has made a significant contribution to literature for young people. Rafe is the spouse of Rose Martin, former Cobblestone Director. They are also alumni parents.

Rafe will be holding a storytelling performance on **May 2 from 2-4pm at Visual Studies Workshop** to benefit our school. This was an amazing event last year; it drew families from all over Rochester and his stories captivated young and old. Books will be for sale and a signing will follow the event.

*"Rafe Martin...is an amazing performer and storyteller. Every time Rafe appears he makes 500 new devotees because he is magical in the way he tells his books."*

*Arthur A. Levine, editor and publisher of Harry Potter*

### Join us for our Annual Spring Fling and Celebrate the School's 25<sup>th</sup> Anniversary!

Mark your calendars now for **Saturday, May 16** from 3-6pm for the annual Spring Fling, held on our beautiful outdoor grounds! Additionally, we will celebrate our 25<sup>th</sup> anniversary with a cake and ice cream (vegan options available). Bring your own picnic (BYOP) dinner and blanket and enjoy the festivities of the day.

Clowns, dunking booth, plant sale, and much more will be available for all to partake. Other highlights include the annual student art silent auction under the big top! Art work from our students will be available for bidding. We're adding a 50-50 raffle and several baskets of summer fun that will benefit our school.

We will continue vendor tables with items for sale ---if you want to sell your art, jewelry, soaps, scarves or other items, we will have tables available for \$20.

And if you are interested in joining the committee, please contact Angie Ferris, [free2become@frontiernet.net](mailto:free2become@frontiernet.net) or Cynthia Woolbright, [cynthia@woolbrightgroup.com](mailto:cynthia@woolbrightgroup.com) or call: 787.0418.

For now, mark your calendars!

## ADDITIONAL REMINDERS

### Open House Date: Tuesday, April 14th 9:30 - 11am

Remember - if you know of a family that may be interested in Cobblestone, please tell them about this upcoming Open House. If your referral results in an enrollment for 2009-2010, you will receive a \$200 referral bonus. Thank you!

### SAVE THESE DATES!

\* Annual Meeting -May 14th

\* 2nd Annual Chocolate Dessert Buffet & Silent Auction - November 14, 2009 at AAUW

**Please frequent our 2008 Chocolate Dessert Buffet & Silent Auction donors and let them know you are from Cobblestone:**

Gateway & Company (primary sponsor)  
*"The Fine Art of Custom Picture Framing"*  
The Carriage House  
492 East Avenue  
Rochester, NY 14607

Plunkett's Fabulous Foods

The Little Bakery

Cheesy Eddie's

Union Street Bakery

Earthtones Coffee House

Creme de la Creme

Starry Nites Cafe

Lisa Gwinner

Cheryl Olney

Nancy Pigno

RPO

Tantalo Photography

Piranha Restaurant

Bill Spelman & Lynn Scalia

Kenny Carney

Huntington Meadow Stables

Paula Wooters

Clarence Cibella

Tessa Haefner

Cherie Campbell-Martin

Premier Bakery

Baker Street Bakery

Savoia Pastry Shoppe

Hogans Hideaway

Mex

The Ravioli Shop

Wegmans

Rafe Martin

Barb Kimbrough

Garth Fagan Dance

Copper Grass

Angela Ferris

Ann Schroepfer

Adam Uzelac

Cynthia Woolbright

Eric Zabriskie

Tessa Haefner

Nicole Maynard

Steve Danglis

Annie Kearney

### Visit

**www.cobblemart.org,**  
**in association with**  
**amazon.com.**  
**Cobblestone receives**  
**5 - 7% for each order.**

Also, please bring your used **ink cartridges** & **box tops** to the office.

Don't Throw That Dime Away -  
Become A Box Top Collector

Did you know that Cobblestone School has made \$200 so far this year by collecting and redeeming Box Tops for Education? We want to double that amount for the second half of the school year. Please help.....

Cut out the Box Top found on many products that you may already buy every week, then drop them off in the office. Box Tops can be found on products such as El Paso, Nature Valley granola bars, General Mills cereals, Kimberly-Clark, Trix yogurt, Kleenex, and many more. For a full list, go to [www.boxtops4education.com](http://www.boxtops4education.com)

THANK YOU!

**We are looking for a volunteer to collect, count and redeem box tops.**

**INTERESTED?**  
**Please see Kim in the office - thank you!**



**TALENT NIGHT  
2009!**



**An incredibly fun night to  
celebrate our community &  
our many talents!**





WHERE CHILDREN LOVE TO LEARN  
CELEBRATING 25 YEARS!

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