

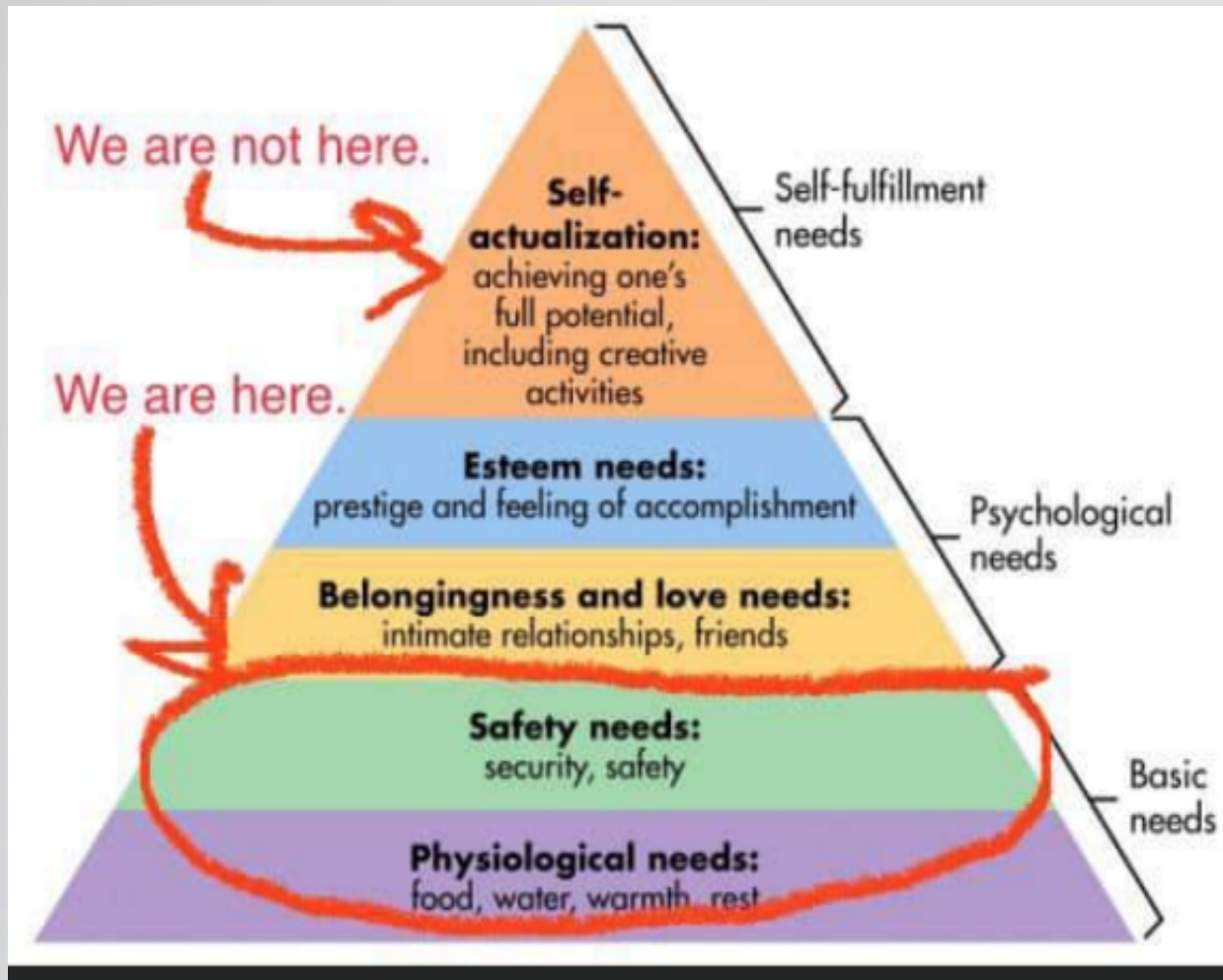
Amy Terpening Abdo
Head of Lower School

Manlius Pebble Hill School

Our MISSION Is To Inspire Our Students
To Think Critically, Act Responsibly, And
Discover A Passion For Lifelong
Learning.

My Background:

- University at Buffalo, Bachelors in English
- NYU, Masters in Education
- Independent School Educator for 17 years:
Marymount, The Dalton School, MPH
- Administrator: 3 years Assistant Head of MPH Lower School,
currently in my 2nd year as Head of Lower School
- Parent of a 9-year-old fourth grader at MPH
- I'm still learning every day
- Gratitude for the support and perspective from my own
parents, friends and family, and fellow educators.
- I feel very lucky to work with my colleagues at MPH!



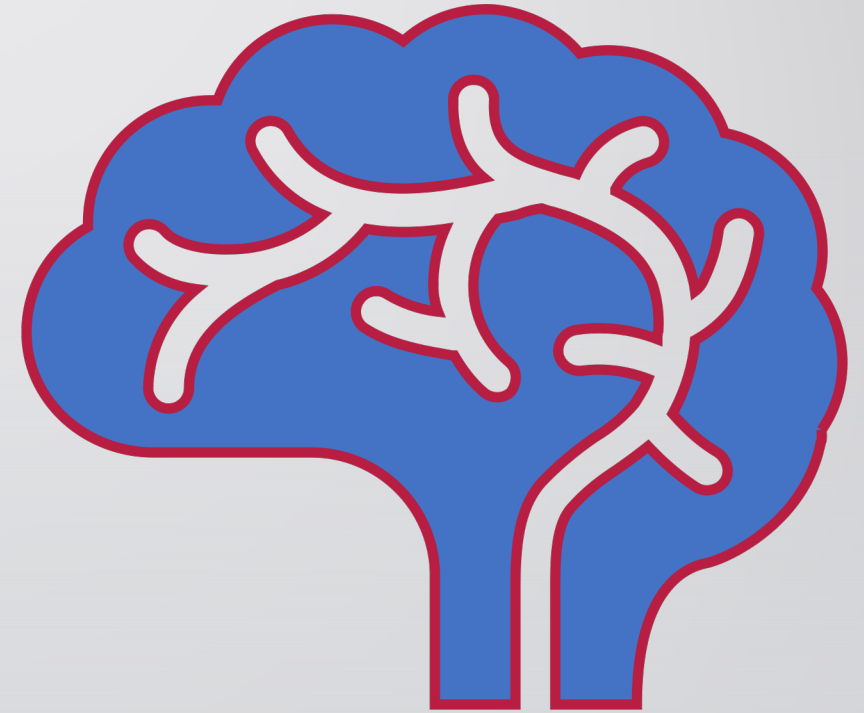
Maslow's Hierarchy of Needs

We continually develop and reflect on strategies to build connections and support one another in meeting these critical psychological needs.

There have also been beautiful moments to celebrate along the way, as highlighted in the weekly MPH Snapshot communication.

IMPACT OF STRESS ON LEARNING AND THE BRAIN

- All MPH employees read Neuroteach by Glenn Whitman and Ian Kelleher over the summer.
- “Stress affects memory and...inhibits the everyday long-term memory formation that is crucial to learning.” (*Neuroteach*)
- Stress can affect the brain by interfering with memory, focus, the ability to tolerate frustration, motivation to try new things, and mood among other things.
- Expectations for how much a child can accomplish or manage need to be specifically tailored to each child, depending on their age, overall stress level, historical response to schoolwork, and any health history which may complicate learning and could also be aggravated by stress. (Ex: ADHD, Anxiety, Sensory Processing needs, Autism Spectrum, Asthma, Epilepsy, etc.)



Lower School Priorities for the 2020-2021 School Year:

Health and Well-being: We will create time and space to attend to the social, emotional, and physical health needs within our community. As we face prolonged uncertainty, we will continue to prioritize everyone's health and well-being and make skillful adjustments and adaptations as needed. Safeguarding the social, emotional, and physical health needs within our community will necessarily take extra time and attention. We will intentionally build in time and space to talk, listen, process, explain, and practice new behaviors with great care and support to help our students build flexibility, self-confidence, and resilience.

Diversity, Equity, and Inclusion: As a continued priority in the Lower School, the teachers and I participated in various professional development opportunities in order to bolster and critically re-examine our LS curriculum, texts, teaching, and learning to ensure that all perspectives and people are given an equal voice, throughout history and in the present. We see open and honest conversations about race as teachable moments and critical opportunities to create understanding, empathy and, build respect. Because equity and inclusion are best learned through active engagement, we will facilitate continued opportunities for students to reflect on new perspectives and practice empathy.

LS Curriculum: The challenges of this school year have presented opportunities to adapt our Lower School curriculum to ensure that our essential learning objectives are achieved in innovative and engaging ways. We are synthesizing much of our teaching and learning into interdisciplinary projects so that students can engage with critical concepts through cross-curricular experiences. Student assignments will be less diffuse and subject-specific and more streamlined to support thematic, yet multi-faceted units of study. This approach will help our younger students build their capacities for focus and attention; it will enable our older students to engage in project-based learning that will build intrinsic motivation and self-driven methods of demonstrating competencies.

MANLIUS
PEBBLE HILL
SCHOOL

LOWER SCHOOL TEACHERS

- Colleen Congel: Literacy Specialist
- Karin Trouyet: Spanish Instruction
- Joy Strickland: School Counselor
- Nichole Demers: Physical Education
- Lilly Fordmann: Lower School Art
- Liza Morrision: MPH Librarian
- Michele Koziara & Michelle Dannan: Music & Movement
- Teresa Mirakian: Strings Instructor
- Rick Huyge: Band Instructor

COLLEEN CONGEL

LS LITERACY SPECIALIST

Director of MPH Academic Support

10 years experience working at MPH

10 years experience working in the Syracuse City School District as a Special Education Teacher

If you have any questions, please do not hesitate to contact me:

ccongel@mphschool.org

At MPH, we believe that informed teachers will be our best assurance against reading failure. While programs are very helpful tools, programs don't teach, teachers do.

We are passionate about ensuring that MPH curriculum and teachers' classroom practices are scientifically grounded. We are aware that a majority of teacher prep programs don't actually teach teachers how to instruct reading.

We spend a large portion of our professional development funds each year on strengthening the knowledge-base of our teachers.

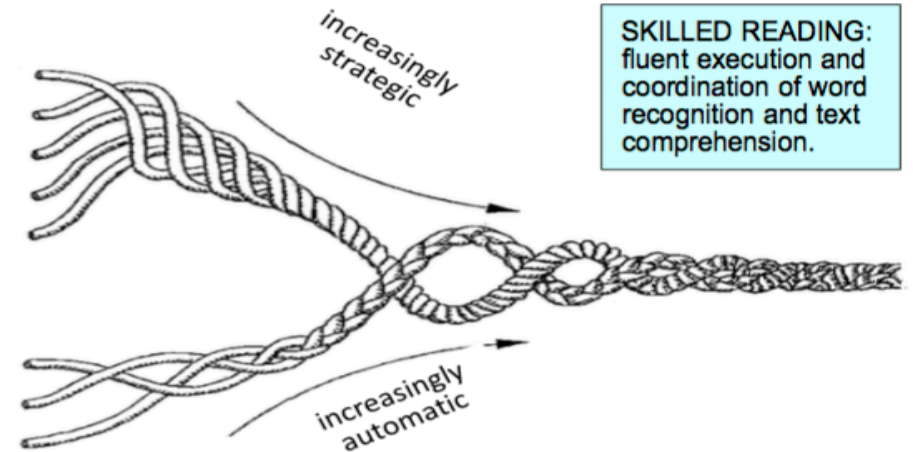
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Phonological Awareness

Early
syllables • alliteration • onset-rime

Basic
phoneme blending
phoneme segmentation

Advanced
phoneme deletion
substitution
reversal

1:1
Connect Letters and Sounds

graphemes
digraphs
trigraphs
vowel teams
blends
families
syllables
morphemes
etymology

Orthography

Tolman's Hourglass Figure® • drcaroltolman@gmail.com

AS THE LS LITERACY SPECIALIST, I FACILITATE:

- Implementation of curriculum based on the most current research regarding what, when, and how language skills need to be taught
- Student assessments of language development to determine prevention and intervention
- Lessons that balance word recognition and comprehension instruction
- Differentiated instruction to meet the needs of all learners

If you have any questions, please do not hesitate to contact me:
ccongell@mphschool.org

SPANISH INSTRUCTION

PROGRAM DESCRIPTION:

The Spanish courses in the Pre-K through fifth grade help build students' confidence via listening and speaking in the target language. The topics we explore are chosen to reflect students' interests as well as dovetail with parts of their core classroom curriculum. The cultures of Spanish speaking countries are highlighted in the Lower School language courses.

The Lower School Spanish Program creates a fun, and challenging environment for its students. Children studying Spanish in the Lower School enter into an experience-based program that provides them with opportunities to use a second language in meaningful and real contexts. The classes rely upon language practice in a variety of modalities: listening to culturally authentic songs, teacher-student interaction, group discussions and activities, and the use of crafts as a way to immerse students in the language.

CLASS WORK:

Most of the work for students in **Pre-Kindergarten, Kindergarten, Grade 1** and **Grade 2** is orally based, but word recognition and writing single words begin during **Kindergarten**. This gradual approach lays the foundation for the work students do in grades 3-5. Students are asked to respond to simple phrases and questions and describe themselves and things with minimal detail. By playing games and doing group work, students learn to use the language to communicate.

Starting in Grade 3, students have workbooks containing culture, vocabulary, and language structures. Daily class work consists of a blend of the four modes of communication: listening, speaking, reading, and writing. Students interact with each other as well as with the instructor.

If you have any questions, please do not hesitate to contact me.

Karin Trouyet

ktrouyet@mphschool.org

SOCIAL AND EMOTIONAL NEEDS

Counseling Office Overall Goals:

- To provide students with the attention, support, and guidance they need to grow and succeed intellectually, personally, and socially.
- Available to listen and help whenever students need to talk about something that is bothering them, even if it is not about school.
- To be a resource of information and materials in supporting parents and colleagues.

Joy Strickland, School Counselor
jstrickland@mphschool.org

MPH is committed to providing a robust physical education program in the Lower School. In Physical Education class, we work with students to develop leadership and problem-solving skills. Students practice and develop skills to establish and maintain physical fitness, value a healthy lifestyle and maintain or improve personal health.

Daily lesson plans focus on three learning domains: psychomotor, cognitive and affective. Due to the safety protocols in place this year, Physical Education class is held primarily outdoors with adequate physical distance. When weather requires us to be indoors, non-cardio activities will take place in the gym or classroom. Masks will be worn, and students will be separated into designated areas.

In PreK through 5th Grade Physical Education classes, students:

- Perform basic motor, manipulative and non-manipulative skills and attain competency and proficiency in a variety of physical activities.
- Demonstrates a variety of motor skills and movement patterns.
- Learn to understand the effects of activity on the body, the risks associated with inactivity, the importance of proper nutrition and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition).
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Gain knowledge in and practice appropriate participant and spectator behaviors to produce a safe and positive environment while respecting self and others
- Learn about physical activity opportunities that are available to students both at home and in the community.
- Learn to adapt to numerous environmental changes while still achieving and maintaining competency in various physical activities.

Physical Education Department

Don Ridall: dridall@mphschool.org

Nichole Demers: ndemers@mphschool.org

Brian Wright: bwright@mphschool.org

PHYSICAL EDUCATION

ART

Lower School Art

- The Lower School art curriculum emphasizes experimentation and exploration of ideas allowing for unforeseen surprises and risk-taking, in a supportive and focused learning environment. The art program fosters creative, critical and collaborative growth through the exploration and discovery of different mediums.

During Art:

- Students use a variety of materials and artistic processes.
- Emphasis is placed on fine motor development.
- Students learn to express themselves and their individuality.

Contact Information:

- Lilly Fordmann
- lfordmann@mphschool.org

LIBRARY BOOK TALK

Library Book Talk classes promote print and media literacy in a stimulating and nurturing environment. Students receive support for classroom projects and select materials to bring home. They are read to during classes and are introduced to a diverse range of authors and genres. Lessons and readings promote academic, social and emotional development. Some lessons have included:

- Halloween Poetry
- Shakespeare for Kids
- Compare & Contrast: Fiction v. Nonfiction
- Books about Friendship
- Best Science Fair Resources
- Author Studies
- Fables or Folk Tales

Students' research and digital literacy skills are developed during lessons related to classroom themes such as Science and Invention, Astronomy, Geography, and Our Community.

For more information about the MPH Library visit:
<https://www.mphschool.org/academics/library/>

Contact Information:

- K-5th Grade Librarian: Liza Morrison - lmorrison@mphschool.org
- PreK Library Book Talk: Amy Terpening Abdo – aabdo@mphschool.org

MUSIC AND MOVEMENT

Music and Movement classes in Kindergarten through fifth grade focus on fun and building confidence while challenging the entire body, stimulating the mind and the muscles, and developing a knowledge and appreciation of music and dance. Students are building a repertoire of skills in rhythm, form, movement, and music through various activities. While limited in our ability to sing during the pandemic, we are experiencing listening, moving, and playing instruments with the aid of slideshows, videos, and recorded music.

We prepare our brains and bodies for class with a warm-up using the eight movement patterns of BrainDance©. This not only oxygenates our brains and bodies but helps improve body alignment, develop better focus and concentration, and strengthen social and emotional skills.

Rhythm instruments, body percussion, and movement are used to facilitate active participation while students monitor their grasp of the steady beat process and develop rhythmic reading and compositional skills. Different timbres of music are explored through the identification of various instruments, their unique sounds, and how composers use them to define emotion.

Through our many class activities, students are exposed to a variety of composers, choreographers, music, and dances from other countries and cultures, as well as quality professional performances through our virtual platform.

Michele Koziara: mkoziara@mphschool.org

Michelle Dannan: mdannan@mphschool.org

SUZUKI STRINGS

Program Overview

- The Suzuki strings and orchestra programs at MPH strive to cultivate both a fundamental understanding and lifelong love of music. Studying an instrument positively impacts children's overall development, including self-confidence, academic discipline, and creative thinking. The basis of the Suzuki Method is that every child can learn. The approach suggests that musical aptitude is not inborn, but instead nurtured through practice and environment. Beginner students learn in small groups with their peers to foster an age-appropriate optimal learning environment that is positive, fast-paced, and engaging.

Suzuki Study & Lessons

- Students will have a weekly lesson in person or virtually. For the youngest learners, parents serve as the home teacher in Suzuki instruction. Typically, parents attend K-2 lessons. However, this will not be possible during this atypical year. Individual assignments, music, and practice tutorials will be posted on the mphorchestra.org website for all students in K-5. Zoom check-ins for parents are offered once or twice a month.

Pre-K: Suzuki Prep

- All Pre-K students will take a Suzuki Prep class that meets for 30-minutes once a week. This is a preparatory class that introduces our youngest learners to the violin and cello. Students will develop instrumental readiness skills that will prepare them to study an instrument beginning in kindergarten. During the 2020-2021 school year, this class will meet via Zoom in the Pre-K classroom.

Please visit mphorchestra.org for more information and to view your child's individualized assignments.
I am looking forward to making music with your children this year!

Teresa Mirakian: tmirakian@mphschool.org

BAND

and

PRE-K MUSIC

Lower School Band

MPH students in grades 3, 4, and 5 at MPH have the opportunity to play a band instrument. Lower School Band members meet for individual or small group lessons once per week.

- Percussion lessons are live, in-person.
- Lessons on wind instruments are through student prepared video. Mr. Huyge meets with our wind instrumentalists to review their video samples, provide coaching based on the video performances. From there, students progress on to new skills while reinforcing skills already learned. For health and safety reasons, performance on wind instruments will not take place on campus for now.

Some of the Benefits of Instrumental Music:

- Student musicians get to have fun exploring a new activity with their friends, while increasing their memory capacity and cognitive skills.
- Musicians learn time management, personal discipline and organizational skills, not to mention perseverance.
- Performing music promotes happiness and lifelong learning.
- Musicians get to experience some of the great works of our time from a performer's perspective.

Pre-K Music

Pre-K Music instruction is focused on fun and confidence as students build on a repertoire of skills in rhythm, melody, harmony, and form. For health and safety reasons, classes are conducted via Zoom. Our goal at this level is to develop a total appreciation of music through listening and moving, as students discover rhythm and melody.

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything" –Plato

Richard Huyge
rhuyge@mphschool.org

MOVING FORWARD.....

- We will continue to pause, reflect, revise, and proceed, learning and growing all along the way so that we don't just survive this pandemic, but, instead, build the resilience and creative capacities to thrive as we move ahead.

THANK YOU!

Please don't hesitate to ask questions or connect with me directly at:
aabdo@mphschool.org

Amy Terpening Abdo
Manlius Pebble Hill School
Head of Lower School
5300 Jamesville Road
Syracuse, New York 13214

Twitter: @MPHlowerschAbdo

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