

# The Match

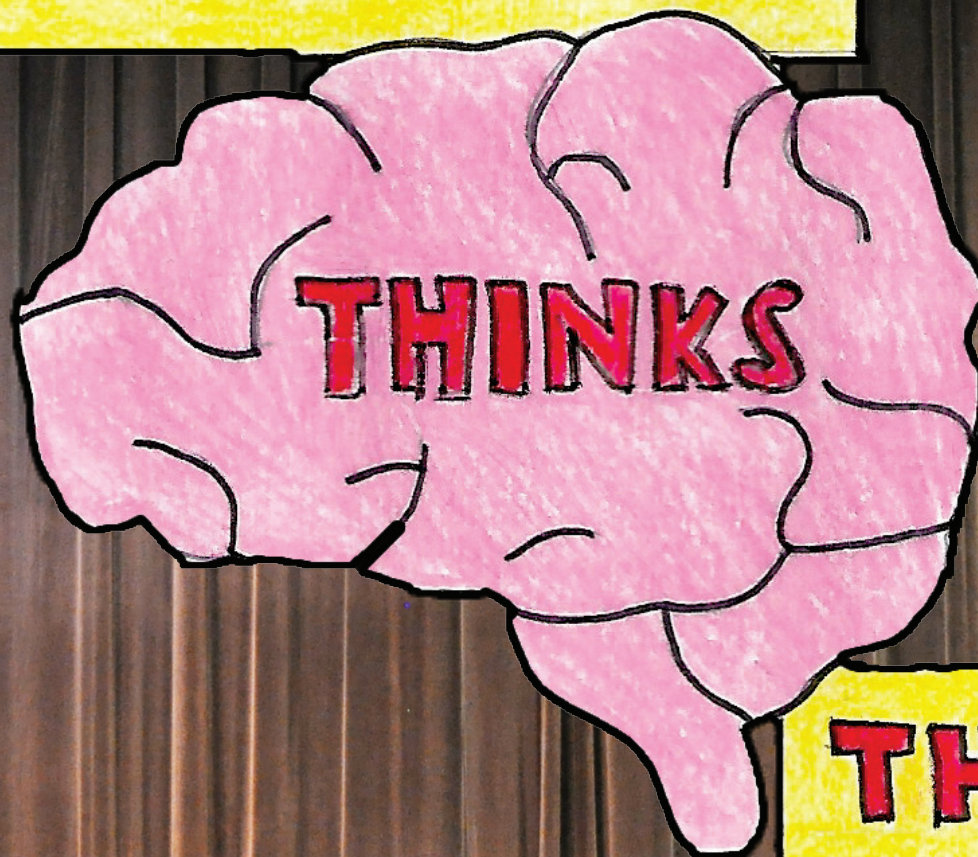
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FROM CART TO HEART

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**THIRD GRADE**



**THEATER**

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# THE MATCH

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FRONT PAGE: The Pine View auditorium stage lies empty in a break between rehearsals for the brand new third grade showcase. This show is wholly created by the third grade students. PHOTO BY LEO GORDON

RIGHT: In the middle of University Town Center, Fresh Kitchen provides a healthy, fast-food style option for people who eat according to almost every diet. The restaurant has an ordering style similar to that of Chipotle. PHOTO BY ELIZABETH HOPKINS



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**Student's got game**

*Fourth-grader Felix Ratner programs videogames after taking online classes since age six.*

**New traditions**

TOP: Pine View aide Pat Morgerson poses in front of the picnic tables in the quad. Morgerson held several jobs before she was an aide, including a medical transcriptionist.

BOTTOM: Veg is advertised as a vegetarian and seafood eatery, but also has options for vegan diets. Veg offers light lunch options as well as heavier dinner menu items.



# Third grade thinks theater

by Brianna Nelson

Shepherding in a new era, Pine View's third grade teachers and students have devoted themselves to creating a space for student expression and education.

Introduced this year, the "Third Grade Showcase" would take the place of the previous performance traditionally put on, "Third Grade Rocks." The new showcase was created with the intention of focusing specifically on individual student expression being entirely written, narrated and produced by third-grade students.

After working with teach-

ing artist Laura Courter, the classes linked their pieces with the focus of their classes — folktales. Each class worked in teams to produce two folktales, telling stories ranging from unlikely friendships to doing good deeds.

"The whole time we have been showing them the writing process with them first turning in their brainstorm before we flesh them out together," third-grade teacher Freda Williams said.

With the plots of each class' performance finalized, Courter and Williams dove into rehearsals and production of the play to fully prepare

for show week.

"She's mainly helping us learn how to bring the story to life on stage... I think all of us know how to write stories with our students but just getting it from off the paper and onto the stage, that's where she has been instrumental," Williams said of Courter's changing role as the pieces of the showcase came together.

Being able to fuse teachers-like-Williams' connection with students and strength in writing with Courter's knowledge of theater principles enabled the showcase to run smoothly, highlighting student voices.

After a strenuous writing and editing process, the focus of students and their guides shifted to the specifics of stagecraft. From blocking scenes to preparing narrations, students continued to bend and mold the play to fit their vision and integrate their own talents within the show.

"The kids are excited to be on stage, no matter what show it is... I think it's fun to see how excited they are to see their words on stage... we even had a kid who created the cover art for the program, and I am so excited for her to see her work printed on the program.. All of that just makes it a little more special," Williams said.

In terms of content of the showcase, each class had narrators reading their stories while actors improvised scenes to further the plot, spearheading the whole production with only guidance from teachers.

"It was nice for the actors



Freda Williams' third-grade class rehearses for the Third Grade Showcase February 6. The third graders performed for their families February 6 and for elementary school students February 7.

PHOTO BY LEO GORDON

because some parts we just got to create what we wanted to say... they had a lot of creative freedom," said third-grader Olivia Johaning.

Students rehearsed for an hour a day to prepare for the show.

"I think it's hard for adults because we get nervous like, 'Can they handle it?' or 'Is it too much for the kids?,' but the kids love it... They are connecting to the characters, they are owning it a little bit more and they are going to be proud no matter what," Williams said.

Creating this space that blends student expression with education echoes Williams' role in student drama, meeting needs for creative ex-

pression in different forms.

"It's important for gifted kids to stretch and grow their creative minds.... Arts is really good that way, because it is so open ended, higher level thinking, lots of collaboration, so for me that's important," Williams said.

With the variety of creative student stories on display, teachers like Williams are excited to continue the new program in the future. The showcase maintains the legacy of the previous show — student performance and class unity — while bringing in components of educational enrichment and full creative control that allow students to explore their education in a truly gifted way.



Mini Abeysekera's third-grade class performs in the Third Grade Showcase February 7 in their costumes. Every class had a student narrating a scene while the rest of the class improvised and interpreted it.

PHOTO BY JAIYI ZHU

# 'Novel' New Friends

by Ben Gordon

Sharing their love of literature with Pine View students, while also doing good for our community, representatives from the Rotary Club of Sarasota passed out copies of "Amazing Grace" to second-grade students January 31.

A collaboration between the Rotary Clubs of Sarasota County, the Mote Scientific Foundation, and Suncoast Campaign for Grade Level Reading provided every first to fourth-grade student with a book well-suited for in-class discussion and curriculum.

Teachers from each grade level worked together to determine which book they would choose for their

classes. At Pine View, the second-grade students were gifted "Amazing Grace" by Mary Hoffman.

"Amazing Grace" tells the story of Grace, who is told by her classmates she cannot play the role of Peter Pan in a school play because she is not a boy and she is black. The book teaches students that they can become anyone they want to be with the support of family and friends.

After receiving their books from the Rotary Club, students will read and discuss the book with their classmates and teachers. Pine View's second graders will then meet with second graders from Booker Elementary School and discuss what they

learned together.

David Bowman of the Rotary Club, Dr. Kumar Mahadevan of the Rotary Club of Sarasota, and Dawn Bear of the Rotary Club of Siesta Key passed out books to students.

"Their genuine appreciation, the sparkle in their eyes and smiles, is so precious," Bear said.

Those passing out books were equally grateful to have the opportunity to help Pine View students further their love of reading.

"This brings back a lot of memories for me because my oldest son went to Pine View, and he had a great education," Mahadevan said.

"You have some great teachers, and a great school."



Dr. Kumar Mahadevan of the Rotary Club of Sarasota passes out "Amazing Grace" to second-grade student Avelline Molinaro. Their goal is to promote reading among students. PHOTO BY BEN GORDON

The book makes valuable connections to important values second graders learn in their curriculum.

Students in Ms. Tucak's second-grade class wrote po-

ems in connection to the topics addressed in the book.

"I enjoyed the story, and we made connections from our curriculum of Black History Month," Tucak said.

## Finding the True Gems

by Alyson Mizanin

When third-grader Charlize Pauling came to school Jan. 28, she wasn't expecting a diamond that was, according to her, "too humongous to be real" to catch her attention as she walked past the office after lunch. She also wasn't expecting to lose that diamond due to a hole in her pocket hours later.

Before falling to the concrete around the office's entrance, the diamond belonged to parent volunteer Jenny Infanti. The ring it was attached to was a gift from her husband for their 10-year anniversary, so the sentimental value of the diamond speaks more to Infanti than any monetary amount.

Infanti had gone to Whole Foods to have lunch with her husband Tuesday afternoon after helping out in the front

office. When he pointed out that her stone was missing, the couple searched everywhere but to no avail. Though office goes and the custodial staff were made aware of the situation by Jenny Reyka and Marianne Leto, Infanti was certain the diamond was long gone.

Meanwhile, on campus, Pauling had found the diamond as she was walking back to her classroom. Originally writing her finding off as something almost too good to be true, Pauling tucked the diamond into her pocket and planned to mention it to her parents at home.

In another twist of fate, Pauling's pocket had a hole in it, and the diamond was lost in Freda Williams' classroom before Quintino Checcone, one of Pauling's classmates, discov-

ered the diamond on his own accord.

"I found the diamond on the carpet in our classroom by our table... I know someone else could've found it and they might've not put it back, so it was very convenient," Checcone said.

"One of my classmates even asked me, 'Why would you turn the diamond in?' And I knew it was because whoever lost it wanted it badly because it was so valuable," Pauling said.

Infanti's gratitude came in the form of a pizza party thrown for Williams' class, as well as a card and gift for Pauling. Her thankfulness, however, can be summed up in just a few words: "[Charlize and Quintino] are the true gems in this story," Infanti said.



Freda Williams' third-grade class watches "Rio" during their pizza party as a reward for recovering Jenny Infanti's diamond ring. Outside of the party, Pauling also received a card and gift as a token of gratitude from Infanti.

PHOTO BY GRACE JOHNSON

# Conceptualizing Curriculum

by Naina Chauhan

In an effort to create a lasting learning experience, Chinese and French teacher Maggie Higgins and art teacher Sharon Salamon have combined the worlds of art and language.

The idea to combine a specific art project in Salamon's class with a coordinated set of lessons in Higgin's language courses was "improvised and brainstormed" as Salamon put it. The two teachers were flying back from China where they chaperoned together for a school trip when they came up with the idea. During that time they decided on doing a panda project for second-grade Chinese classes, a dragon for the fourth-grade Chinese classes, and a Henri Julien Felix Rousseau project for the fourth-grade French classes.

They see this project as a

way to not only expose their students to new information, but as a way to cement the knowledge in a fun way for the kids. Through combining the arts and academics, they are complementing their strengths and teaching students to make connections between the two throughout their school career.

The project that started as a simple idea has become a whole new learning experience for the children as Salamon says, "It was better than I expected — it was very meaningful and exciting and had a much larger impact than we realized."

With the second graders, Higgins taught how to write some basic Chinese characters but mostly focused on speaking skills discussing what pandas eat and where they live through a story called "Chengdu." Salamon also read the

Chengdu book to her students, and they worked on drawing a panda and bamboo.

Later in the collaboration,

**It was better than I expected — it was very meaningful and exciting and had a much larger impact than we realized."**

**Sharon Salamon,**  
art teacher

Higgins brought her class into Salamon's class to allow for more time to work on the project and to allow the students to

try and use the Chinese characters they learned. It was this that Salamon cited as one of her favorite parts of the project.

"The project allowed kids to challenge themselves... they were more willing to try something new," she said.

For the fourth-graders, Higgins will explore high-level vocabulary terms and delve a bit more into writing. The Rousseau project will expose students to the "naive" style of his work. This style can be seen in his famous pieces such as "Surprised! Tiger in a Tropical Storm" or "The Dream" — these pieces are simple and even described as "amateur" but their eccentricity inspired many artists such as Pablo Picasso.

These results were also supported by an article by Perri Klass, M.D. in the New York

Times regarding art in education.

"The children who had learned the material in the curriculum that made use of the arts remembered more, and the effect was largest among the children who were less strong academically, the 'lower performers,'" Klass wrote.

Both teachers remarked on how excited their kids were about the project. Higgins recalled, "When the [second-graders] had read 'Chengdu' in Salamon they were so excited to see me with another version of the book — they liked to learn about something they recognized."

Seeing the impact that their project has had on the kids, Higgins and Salamon hope to not only continue but expand their project to include new ideas and incorporate more classes.



Second-grader RJ Lowry's panda painting "Weko Leko Deko," was painted using watercolors. Lowry's favorite part of the project was painting the sky blue and using watercolors.  
PHOTO PROVIDED BY SHARON SALAMON



Second-grader Sophie Saldadze's panda painting, "Chendu," was painted using watercolors, pen and pencil. After painting the panda, Saldadze enjoyed having Chinese and French teacher Maggie Higgins paint with the class. PHOTO PROVIDED BY SHARON SALAMON

## February and March Events and Birthdays

**Feb. 21**

Mr. Ross' birthday

**Feb. 24**

Ms. Bradley's birthday

**Feb. 24**

Ms. Brown's Birthday

**March 3**

Dr. Singleton's birthday

**March 3**

Ms. Jankovsky's birthday



Third-grader Skate Siegel poses as Serbian-American inventor Nikola Tesla at the third grade Wax Museum. The event, held February 11, allowed students to learn about historically-relevant figures.

PHOTO BY ANNA LABINER



Fifth-grade teacher Rachel Lernerz stands in front of her classroom door themed after the novel "Journey to the Center of the Earth." For Literacy Week, elementary school teachers decorated their doors based on books of their classes' choosing.

PHOTO BY AARON SCHROEDER

## IN BRIEF

### Pine View celebrates literacy

by Sarah Hassan

As an essential part of our lives, reading allows the imagination to flow, serving as an instigator of curiosity and creativity. Hoping to embrace the benefits of literacy, schools across Florida, including Pine View, celebrated literacy week Jan. 27 to Jan. 31.

Throughout elementary, each grade had their own set of activities for the week. Second grade began a book club, held each Friday. Along with the event, second-grade teachers Misty Tuak and Rebecca Kochenderfer had students from Alta Vista read with their students. Third graders, too, invited students from Visible Men's Academy

to partake in literacy activities. The fourth-grade classes teamed up with the second graders by reading to them, while the fifth graders participated in poetry, either at poetry stations or the Poetry Slam on Jan. 31, depending on the teacher.

"The Python team did this whole thing where we got to eat and everyone read poems to the class, and it was really fun," fifth-grader Izabella Pereira-Vera said.

Ultimately, teachers view the week as more than a one-time recognition of literacy.

"I think it's a spotlight of what we educators do all the time for literacy," fifth-grade teacher Lisa Rader said.

### Emotional and Social Learning

by Tiffany Yu

In an age of growing stress and anxiety, inside and outside the classroom, Pine View, in coordination with local psychotherapy professionals, held an emotional and social learning town hall Jan. 29 in the auditorium.

At the seminar, held to address the issues of school-related stress and anxiety, several of Sarasota's most esteemed psychotherapy professionals, like Dr. Christopher Cortman, discussed the implications of an increase in anxiety in gifted children. Cortman also discussed how dealing with such stress can be difficult for students in a competitive environment like Pine View.

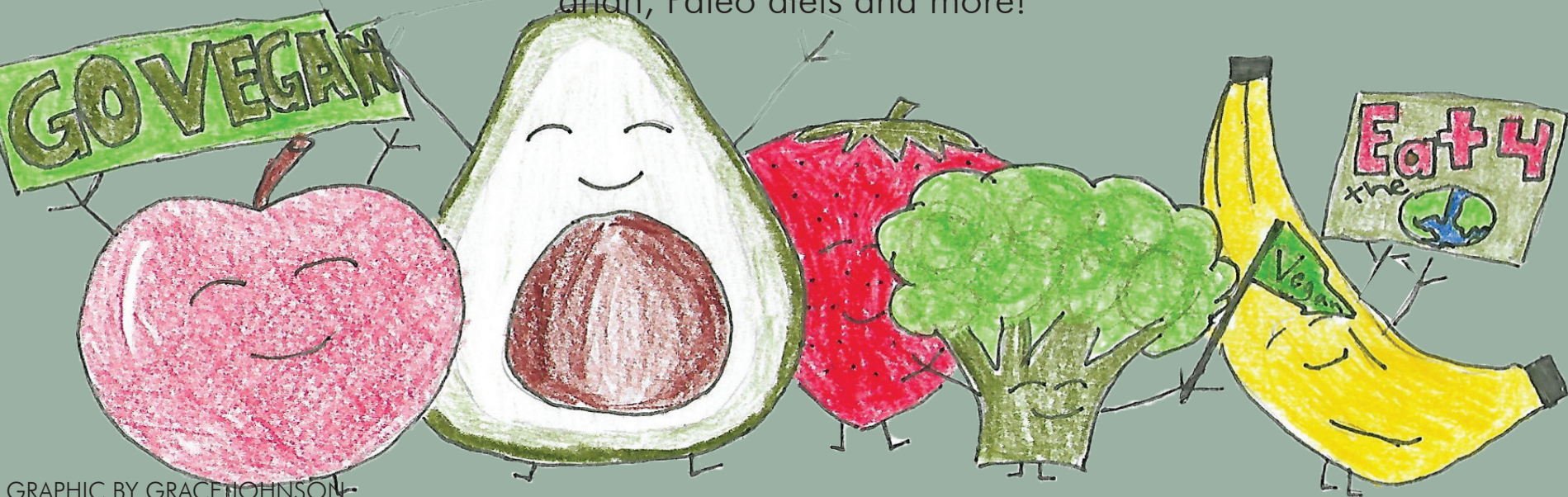
Florida is ranked 50 out

of the 50 states in funding for mental health despite being the third largest state by population. At Pine View, however, with the implementation of an on-campus therapist, Dr. David Sparrow, available twice a week on Monday and Wednesday, administration has taken a step to address such problems.

Another step Pine View, as well as many other schools around Sarasota County, is making is spreading awareness of a text crisis hotline funded by the Barancik Foundation, which is open for any students and their families to contact with problems relating to emotional and social learning. Operators are available 24/7 at the number 741741.

# Veggin' Out

Eating out according to specific diets can certainly be difficult. However, The Match has found three high-quality restaurants targeted toward Vegan, Vegetarian, Paleo diets and more!



GRAPHIC BY GRACE JOHNSON



Fresh Kitchen is adorned with colorful plants and decor, which keeps the dining entertaining and lively. The serving style is similar to Chipotle in how one creates a custom bowl. PHOTO BY ELIZABETH HOPKINS

## Fresh Kitchen

by Elizabeth Hopkins

Amidst a sea of typical shopping mall dining, Fresh Kitchen stands out within the University Town Center food scene, and not just because of its mint green logo. At Fresh Kitchen, healthy (and delicious) eating is made easy, accessible and inviting.

The atmosphere is playful, and like its namesake, fresh. Contemporary design choices, including sleek wood paneling and faux grass details throughout the interior, evoke the earth, of course, providing for the sweet nourishment that's in store for patrons.

The experience is fast and casual. Line up, and then choose from a rotating variety of seasonal dishes, to create a custom bowl — like Chipotle, but healthier. Fresh Kitchen's

standard is the “four bowl,” composed of two “bases,” typically a starch, one “veggie,” one “protein,” and a “sauce,” of which you can choose to dip into or pour all over.

They also offer a “six bowl,” for the very hungry, as well as the “family meal,” serving four, and the “feast meal,” serving eight. What's more, your bowl will be fairly inexpensive, between 10 and 15 dollars without add-ons.

Patrons of any diet are sure to find something satisfying. The kale salad, a vegan base, offers zest and crunch, a perfect complement to any bowl. My favorite base, however, are the sweet potato noodles, vegan and mainly a textural player, mild and seasoned with sesame, perfect with the chilled caprese tofu, a protein and also

vegan. Whoever said healthy food has to be boring?

Yet, health food often plays it safe, consisting of the same familiar, joyless tropes. Fresh Kitchen, however, is anything but lackluster, bringing some pizzazz to a style that is widely viewed as bland.

With its modern take on healthy eating, the Fresh Kitchen is not just about dinner, but about lifestyle, serving up dishes that are reasonably priced, flavorful and clean.

Fresh Kitchen's address is 8491 Cooper Creek Blvd #101, Bradenton, FL 34201. It's open Mondays through Saturdays from 11 a.m. to 9:35 p.m., Sundays 11 a.m. to 4 p.m.





# Healthy Cafe

by Gwyn Petersen

Tucked away in the heart of downtown Sarasota is a restaurant that aims to cater to even the most restricted diets, including vegan, vegetarian, paleo, and keto. The locally-owned Healthy Cafe boasts an organic menu with produce from local farmers such as Laurel Park Farms, where they get all of their microgreens. The lively location offers a fresh new take on healthy and sustainable eating, suitable for everyone.

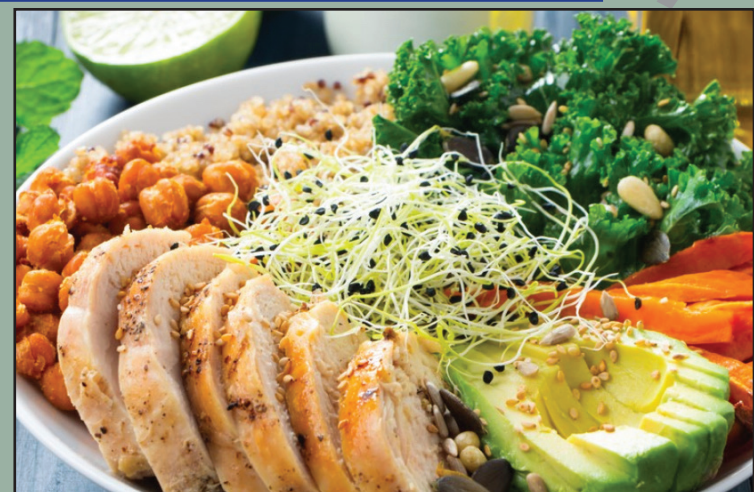
Walking into the Healthy Cafe feels more like walking into an art gallery, with high ceilings and

colorful, geometric murals on the walls. Comfortable booths make the location a great place to hang out.

Though the lunch bowl at Healthy Cafe is a flat price of \$12, there is no limit to what can be added to the bowl when factoring in price additions. The rainbow of organic veggies, bases, proteins, and add-ons are almost overwhelming, only accentuating the colorful and fun atmosphere offered by the restaurant. Though the dinner bowl is a little more expensive at \$14, it's well worth it, as there is no added charge for extra vegetables or toppings.

Healthy Cafe is perfect for all those with dietary restrictions, with a wide selection of vegetarian and vegan proteins, and three gluten-free base options. Everything is cooked in either olive oil or coconut oil, depending on preference. If you make sure to inform the staff of your dietary restrictions, they're more than happy to take the time to help you build a bowl suitable for you, sure to be a delicious and healthy meal!

Though it's a little more on the expensive side, and the lack of parking near the location can make it a little inaccessible, the Healthy



The chicken bowl at Healthy Cafe, one of many bowl options offered at the downtown Sarasota restaurant. Healthy Cafe offers meals catering to various diets, like keto and paleo. A POST SHARED BY HEALTHY CAFE FACEBOOK

Cafe is well worth the sacrifice.

Healthy Cafe's address is 1987 Ringling Blvd, Sarasota, FL 34236. It is open

Monday through Saturday, from 11 a.m. to 4:30 p.m.



Rating: 4.5/5 Torches



The sign out front of Veg declares its title as a Lunch and Dinner restaurant, offering different menus for both meal-times. The restaurant has both in-door and out-door seating. PHOTO BY LILY QUARTERMAINE

## Veg

by Lily Quartermaine

When it comes to eating healthy, finding good food can be a hit or miss. However, Veg makes it easy to find a wide variety of quality vegetarian, gluten-free and vegan food without any hassle.

As soon as one comes across the restaurant, guests are sure to be charmed by the humble and welcoming exterior of the restaurant.

Upon entering the restaurant, one immediately feels comfortable. The atmosphere is rather homey with a touch of shabby-chic by featuring a slew of rustic decorations. The interior of the restaurant feels open, and there is plenty of indoor seating along with a few tables outside as well. The workers are extremely upbeat

and offer greetings as soon as one enters and kind words as one leaves.

The menus switch between lunch and dinner, as to keep things interesting. The lunch menu offers some lighter options, like a variation of vegan and gluten free sandwiches and wraps. The dinner menu offers some heavier meals from plant-based steak to stir-fry. There are some non-vegetarian seafood dishes, but most have tofu replacement options.

When I dined at Veg, I had the citrus noodle stir-fry with tofu (a shrimp option is also available) from the dinner menu. The tofu was actually full of flavor, which is hard to find when it comes to tofu-based vegetarian dishes.

Overall, the meal was a delightful Asian cuisine with a citrus flair.

One of the waitresses, Kalen Tierney, offered some comments when speaking about the restaurant.

"I love the food. I think it's really important to believe in what you do. You know, I've worked in greasy kitchens before and this place is different," Tierney said.

Veg is located at 2164 Gulf Gate Dr, Sarasota, FL, is open from 11:00 AM- 2:30 PM and 5 PM - 8 PM Monday through Thursday, 11 AM- 2:30 PM and 5 PM-9 PM on Fridays, and is closed on Sundays.



Rating: 4.5/5 Torches

# Student strums Suzuki

by Alyson Mizanin

“Music is the language of the heart without words” is the philosophy that late musician Shinichi Suzuki carried with him in creating the Suzuki Method, in which a child learns music in a way similar to that of learning a native language.

Such holds true for fifth-grader Olivia Daige, whose involvement with violin has encompassed over half of her lifetime. Having played the violin since she was three years old, Daige has improved on her abilities tremendously, recently mastering vibrato on

the instrument. Vibrato is a technique used by advanced violinists to enrich the tone of a note by moving one’s fingers back and forth.

Born to two musicians — her mother teaching music lessons and playing everything from oboe to clarinet, saxophone to piano, and her father working as a music teacher at Glenallen Elementary in North Port — Daige’s relationship with music was something almost destined from the start. Her aunt, a professional trumpet player, also teaches music lessons. She is the reason Daige chose

the violin.

“My sister-in-law had showed Olivia the violin... And we had looked into it, and I found out that with Suzuki style of teaching, they can start really young — even at only three years old,” Daige’s mother, Stephanie Daige, said. “I had never been exposed to that method before and seeing it firsthand was really interesting to wit-

A few months ago, I hit a really good point when I learned how to do vibrato. My violin teacher said that that separates beginners from professionals, and I continue to practice with it now.”

Olivia Daige, fifth-grader

ness. The whole principle of Suzuki is that anyone can learn music, and their approach is that everyone learns their native language just by repetition and by hearing, and they turn that to apply to music for little kids.”

With a combination of practice and an environment in which she was surround-



Showing proper form, fifth-grader Olivia Daige poses with her full-size wooden violin. Daige has been playing her instrument since the age of three following the Suzuki method. PHOTO PROVIDED BY STEPHANIE DAIGE

ed by music, Daige’s musical talent blossomed due to her natural ability to play by ear. Although recently becoming fluent in reading sheet music, Daige’s early ear training has left her unparalleled with playing music by ear.

“My favorite piece to play is either ‘Gavotte’ from Mignón or ‘Reverie’ by Debussy — all classical types, but in a way, they’re all dreamy, almost light and airy. The violin is a really elegant instrument, and the music I play is just like that,” Daige said.

Daige’s love for the violin corresponds with her own disposition: though seemingly delicate on the surface, the magnitude of both her abilities and those associated with the violin are not to be overlooked. After frequent practice, Daige has conquered the vibrato technique on the violin, which is considered an ability only players above

an intermediate skill set can possess.

“A few months ago, I hit a really good point when I learned how to do vibrato. My violin teacher said that that separates beginners from professionals, and I continue to practice with it now. The technique is what makes that really unique sound you hear with violins. A long time ago, I had tried it with my other violin teacher, but I couldn’t do it. I decided to try it at home recently, and then I showed it to my violin teacher, and she thought it was really good,” Daige said.

Although periods of doubt have crept up on Daige, her love for the violin is something that remains steadfast.

“One time, playing violin got really hard and I felt like quitting, but I realized that it’s part of me. Having it in my family has made something I can never leave,” Daige said.



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# Making it stick

Sporting stickers is a great way for anyone to express themselves, but sometimes it can be hard to find just the right design. Do not fear, though, for The Match has come to the rescue! Here are three different methods that can help any student in turning their own designs into stickers.

by Tricia Saputera

## Method 1: Using Sticker Paper

### Materials:

- Sticker paper
- Scissors
- Drawing supplies

### Steps:

1. Draw the desired design of the stickers on the sticker paper.
2. Cut out the stickers.
3. When you're ready to use the stickers, peel away the paper protective liner and stick them to the surface of your choice.

## Method 2: Using Vinyl and Contact Paper

### Materials:

- Pencil
- Vinyl
- Scissors
- Paper
- Clear contact paper
- Card (ex. credit card, library card)

### Steps:

1. Sketch your image on a piece of paper and cut a piece of vinyl to that size. Rub some pencil lead onto the back of the sketch and trace your design by placing the sketch onto the vinyl.
2. Cut out your design. Try to cut only the vinyl, leaving the backing untouched and peel away the negative

space of the sticker.

3. Cut a piece of contact paper to size. Peel away the top and then stick it on top of the vinyl. Peel the backing off the contact paper away as you stick it down to the vinyl. Use the card to press the contact paper into the vinyl.

4. Remove the contact paper from the backing, taking the vinyl with it.

5. Carefully place the sticker. Stick one edge down and use the card to help press it down as you go. This helps to prevent air bubbles. Once it's all stuck down, peel the contact paper away, and you're done!

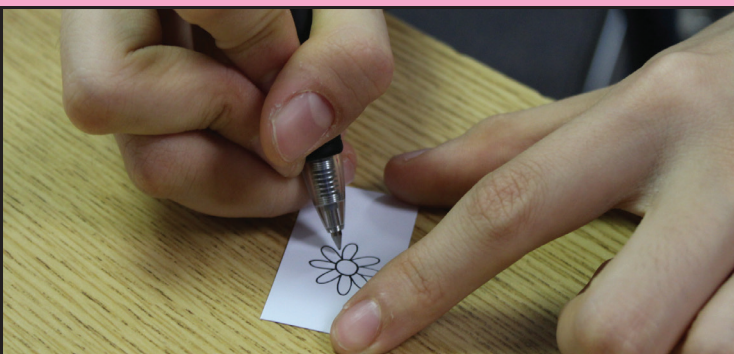
## Method 3: Using Wax Paper

### Materials:

- Paper
- Wax paper
- Tape
- Drawing supplies
- Scissors

### Steps:

1. Sketch your design and then outline it with a dark pen or marker, coloring it if you want.
2. Cut out your design.
3. Lay down wax paper, and stick enough tape on it to fit your sticker over the top of it. (Make sure there's extra space on the side!)
4. Next, lay your sticker on top of the tape and add another layer of tape over top.
5. Cut around the sticker leaving a border of tape around the edges so that it'll stick. Peel off the wax paper, and you're done!



TOP: Students can make stickers in any design they want. Here, you see the desired design being drawn on vinyl paper, following method 2. BOTTOM: You can also use printed pictures to make stickers. Here, the Pine View emblem was printed out and a sticker is being made with method 3. RIGHT: Here are complete stickers from all three sticker-making methods. PHOTOS BY GRACE JOHNSON

12 features the match • February 21, 2020

# FROM CART TO HEART

by Madi Holmes, Lucy Collins and Felicity Chang

From the first rainy day of school in second grade to the bittersweet moments of the last day of twelfth grade, one thing remains the same — the caring and nurturing nature of Pine View's campus aides. Here, the Match spotlights three of Pine View's favorite aides, covering their backgrounds and what they like to do for fun.





## Nikki Artisi

Artisi began working at Pine View in October, but before that, she cared for her children as a stay at home mom for 12 years.

She has two boys, CJ and Phillip, who are 10 and 11, and has been married to her husband for almost 20 years.

Outside of school, Artisi enjoys riding her bike, which she does at least once a week.

Artisi and her family moved to Sarasota a year and a half ago to enjoy the outdoors with her children, previously living on Long Island, New York.



## Pat Morgerson

Morgerson was a medical transcriptionist, as well as the executive assistant of a company that she helped start — the OB Hospitalist Group — before she started working at Pine View.

Morgerson has three pets: a Labrador retriever mix named Ginger, a tabby cat named Marty, and a white fluffy cat named Thomas.

In her free time, Morgerson enjoys shopping and tap-dancing.

Morgerson has many favorite aspects when it comes to working at Pine View. “[The kids] are smarter than what you think they are,” she said. “And they’re fun, since they’re still little kids.”



## Theresa James

James joined the Pine View community as an aide in October 2019.

James enjoys traveling, and has already traveled to countries like Belgium, England, France and Ireland.

James was originally inspired to travel by her daughter, who she has a close relationship with. James’ daughter has traveled to over 30 countries.

James hopes to continue her travels in the future, with Blue Lagoon, Iceland being the hopeful next stop in her future adventures.

# Fifth-grader 'steps' it up

by Lora Rini

Balancing three different types of dance may sound like a difficult task, but it comes naturally to fifth-grader Bridget Hanrahan. Hanrahan has been expanding her repertoire since she began dancing at two years old.

This year, Hanrahan is doing acro, ballet, and contemporary, but she likes to switch it up and has taken different classes throughout her eight years of practice. However, she particularly enjoys acro, which is similar to the floor part of gymnastics, and has generally stuck with it.

"The thing I like about acro is that not everybody does the same thing because not a lot of people can do the same thing

as another person, so it kind of lets you learn new skills and try out the skills you have been wanting to try, and practice the skills you're not the greatest at," Hanrahan said.

Currently, Hanrahan dances at Starz Choice Dance Academy. She has been dancing there for two years since she moved from New Hampshire. She takes three one-hour-long dance classes every week.

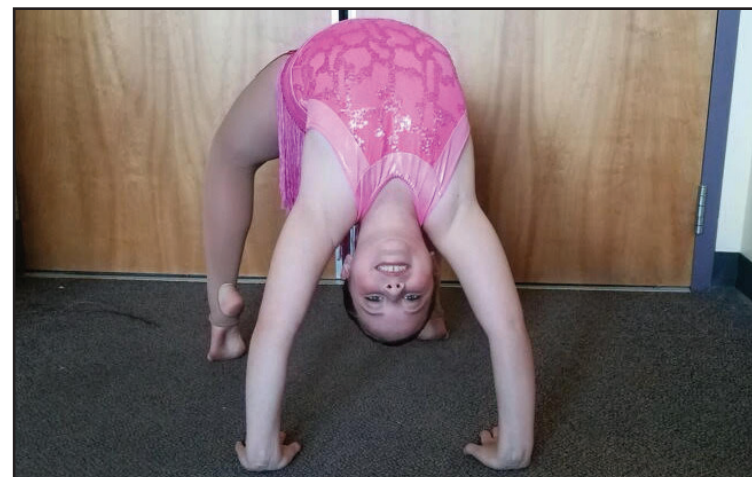
The students at the dance academy spend the first part of the year doing combos, routines across the floor, and practicing skills. The second half is more focused on learning the choreography for their end of the year recital. Hanrahan has been working hard on her switch leg front and back walk-

overs recently.

Her three older sisters also danced, so it is not surprising that Hanrahan's mom signed her up, too. Her third oldest sister still dances at the same dance academy as Hanrahan.

Hanrahan actually has the opportunity to dance with her sister this year, as they are in two of the same dance classes. Her sister is a big inspiration to her, and Hanrahan said she hopes to be as skilled as her one day.

"Sarah and Bridget are close- the older two sisters are in college and they've developed quite a bond. We moved here last year, and they've had each other for support. Meeting new people, starting new schools, and through that,



Bending over backwards, Fifth-grader Bridget Hanrahan practices a skill she learned in the Acro style of dance. Acro is a form of dance that is similar to the floor event in gymnastics. PHOTO PROVIDED BY MICHELE HANRAHAN

they've grown closer," her mother, Michele Hanrahan, said.

Looking forward, Hanrahan hopes to eventually join the company competition team

and eventually continue dancing past high school.

"My dream is to do a dance show somewhere big," Hanrahan said.



Rehearsing, third-grader Katie Chen poses at her piano, gliding over the keys with her fingers. Chen has played the instrument since age four and likes to play fast, modern music. PHOTO PROVIDED BY KARIE CHEN

# Student 'sets' high expectation

by Zoe Merritt

"If I were a song, I would be a very slow, easy song, so I don't have to do any work," Katie Chen, third grader and piano player, said.

While this may be the attitude of most young musicians, when faced with choosing a song Chen finds herself partial to more advanced songs.

Chen has played the piano since she was four years old, but in the past year has only recently been getting back into it after a break between instructors and some other major life changes.

Last August she moved from New York, where she lived eight miles from the Bronx. Chen did not find the move all that difficult.

"I don't like classical, to me it's a little plain," Chen said

about her music preference. "There's a type of music [that I like], the faster, more modern songs."

She makes sure to practice for at least five minutes every day, and has her lessons on the weekends with her instructor, who comes to her house for about an hour in the afternoon.

This past December Chen performed at a nursing home with her brother Keith, who is in fifth grade and also plays the piano, to cheer up the home's residents for Christmas. Chen played "Angels we have heard on high," a song she spent a month practicing beforehand.

Alongside piano, Chen has other hobbies she enjoys such as reading, particularly mythology and fiction, so much so that she made it onto the wall of fame last quarter.

She also has been willing to experiment with other instruments. Chen played the cello for years, but found that she preferred to stick to the piano.

"There weren't that many notes. There were the four notes on each string and you could move down and up," Chen said, who was looking for something more challenging.

While the cello may have not worked out, she plans to continue playing the piano in the future.

"Maybe if I do it'll be much less," Chen said, anticipating a heavier schedule than the one she has now.

Currently she is branching out into taking vocal lessons and finds that she isn't one to get embarrassed easily, with the exception for large crowds.

# Taekwon-Go!

by Sebastian Genelhu-Bazan

The martial art of Taekwondo is a masterpiece to watch and practice. As two opponents take their stance on the mat, with chest protectors and helmets to prevent serious injuries, they compete for as many points as possible to win. The buzzer goes off as the combatants leave their stance and unleash a flurry of leg-based attacks, flying through the air as they kick one another in a match that will bring honor to their Taekwondo school.

Third-grader Jaxson Heid

is a student at Trautwein's ATA Martial Arts School. At the school, Heid mainly spars with his fellow peers on the Do-Jahng's padded floor. The Do-Jahng is to Taekwondo as the Dojo is to Karate, and it is the simplistic abode where Taekwondo students like Heid are taught and molded into young people with character and with the self-defense skills to protect themselves whenever a need for self defense arises.

"I really encourage all people to come to do Taekwondo, as it teaches you about discipline and it's also really fun,"

Heid said.

Starting at just seven years old, Heid has grown into a student who has developed a unique persona. Heid, being a red belt, has developed not only physically, but also mentally through the sport.

"I really think that I have had more self-control with myself than in the past few years. Martial arts really has helped me a lot to build who I am today," Heid said.

His mother also attributes Taekwondo to her son's development as a student and per-

I really think that I have had more self control with myself than in the past few years."

**Jaxson Heid,**  
third-grader

son.

"My son has been diligent in his studies and in his Taekwondo practices, finding equal balance in both," Carlyn Heid said.

Aside from Taekwondo, Heid likes to play video games and hang out with his friends; he also believes that Taekwondo is not for the faint of heart.

"Taekwondo can sometimes be difficult with the type of rigorous exercises that are presented to you by the teacher, and with all the kicks and all the leg exercises, they'd really leave anyone sore after an hour," Heid said.



TOP: Kicking towards the camera, third-grader Jaxson Heid shows off his Taekwondo skills. He is a red belt, and credits Taekwondo in helping him develop physically and mentally. BOTTOM: Third-grader Jaxson Heid performs a jump at his Taekwondo Do-Jahng. Heid attends the Trautwein's ATA Martial Arts School.

PHOTOS PROVIDED BY CARLYN HEID

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## Student vaults to victory

by Anna Labiner

Gymnastics, which is world-renowned as a sport rife with perfectionists and hard-workers, has certain rules employed during competitions that reflect the intense nature of the activity, including the rule that gymnasts are not allowed to step out of the designated floor space when doing their floor routine. Even one toe outside of the colored tape that surrounds the carpeted performance space can result in disqualification or a loss of many valuable points.

This was a rule that third-grader Sophia Weitz nearly broke at a gymnastics meet as she came dangerously close to stepping over the line during one of her acrobatics.

However, with the warning calls from her loyal teammates, she was able to avoid the mishap and continue on with her routine without a hitch. Such comradery and thrill of performing are what have driven Weitz to pursue gymnastics for five years.

Though gymnastics does have a reputation for being very intense and strenuous, Weitz is always up for the challenge and appreciates the way in which gymnastics forces her to push herself and perfect whichever skill she is working on, from handstands to back-handsprings.

Weitz is currently at level three in her gymnastics career, meaning that she is now able to compete alongside her fellow teammates at region-

al competitions, where she represents her gym, Horizon Gymnastics & Dance Academy.

However, with a more advanced level of gymnastics comes extended practice times and many long nights at the gym. Weitz currently attends practices three hours every weekday except for Tuesday, which has proven to be a large commitment for both Weitz and her family.

“She basically doesn’t

She gets upset when she can’t perform an element...but the good thing is that she just keeps working at it, and then she does it, and it’s a victory...it pushes her more.”

**Olga Belykh,  
Weitz’s Mother**

have any time at home so it can be a little problematic... but she’s really dedicated to the sport, she doesn’t want to quit... it [gymnastics] keeps her healthy,” Weitz’s mother Olga Belykh said.

Although the hours may be long, Weitz continues to pursue her acrobatic engagements and has garnered a small collection of trophies for her efforts. One such tro-



Third-grader Sophia Weitz prepares to perform the windmill trick on the uneven bars on February 9. Weitz practices gymnastics three hours every day of the week except for Tuesday. PHOTOS PROVIDED BY OLGA BELYKH



Third-grader Sophia Weitz (center) ranks first at her second qualifier for the State Championship. Currently in her fifth year, Weitz is in level three of gymnastics.

PHOTO PROVIDED BY OLGA BELYKH

phy that sparks great joy and pride in Weitz was a “Princess Trophy” that she was awarded at a princess-themed meet about a year ago. Besides this award, Weitz has also collected trophies for her routines in more specific events, like bars and beam and has been awarded best all-around for her age group.

Although Weitz has expanded her skills greatly since trying out gymnastics at just three years old, there has been a significant learning curve in terms of mastering new skills, which is evident in her most recent attempts to learn a Kip — a challenging method of gracefully hoisting oneself onto the shorter of the two uneven bars.

“The rest of my team has it [a Kip] and then everyone is getting theirs and I’m the one

who is stuck falling off the bars every time I do it... Everyone tells me what to do differently and says it in different ways, so I try to put everyone’s thoughts together and then do it all together,” Weitz said.

Though she recognizes the many challenges that gymnastics presents, both physically and mentally, Weitz retains an obvious fervor for the sport and has her eyes set on the Olympics for the future — a goal that is certainly attainable considering her devotion to her craft and willingness to exceed her coaches expectations.

“She gets upset when she can’t perform an element... but the good thing is that she just keeps working at it, and then she does it, and it’s a victory... it pushes her more,” Belykh said.



# Student tackles the game

by **Kasumi Wade**

Working hard while dribbling the ball across the field, fifth-grader Savannah Fulkerson shoots and scores!

Fulkerson began her soccer career at just two years old when her father, Dave Fulkerson, encouraged her to start playing and took her to the fields to practice.

“The most important thing to me, as her dad, is that she is happy, physically fit, having fun, and enjoying the success that she has earned from her hard work,” Dave Fulkerson said. “Savannah is a very talented soccer player, and I let her go at her own pace... sometimes we just kick the ball around for fun, and other times we focus on very specific skills. She

works... and she works hard.”

Savannah Fulkerson, who plays for the Venice Falcons, started playing on the recreational team but has moved up to the competitive team in the past year. She practices on Tuesdays and Thursdays for an hour-and-a-half with her team and has travel games on Saturdays.

At practice, Fulkerson learns a number of skill moves to use in games like give-and-go’s, where teammates pass the ball to each other while simultaneously running together, along with overlaps, where teammates pass the ball and then accelerate past each other.

“My favorite part of playing is definitely scoring goals. It makes me happy when the

crowd cheers, and everyone notices that you helped your team,” Fulkerson said.

She originally moved to the competitive team when she was eight years old, but decided to move back to recreational.

“When I first moved up to the competitive team, I actually did not like it. As the only girl, I felt uncomfortable,” Fulkerson said.

However, two years later she leveled up to the competitive team, where she fit in better as there were girls her age. According to Fulkerson, it was not difficult for her to adjust to her new team and being able to travel with her team is a fun bonding experience. On the competitive team, she is able to compete



Recovering from a play, fifth-grader Savannah Fulkerson (center) continues in her soccer game. Fulkerson has played since age two when her father first took her to the fields to practice. PHOTO PROVIDED BY DAVE FULKERSON

in places like Orlando and Lakeland.

As she has already been playing for seven years, Fulkerson wants to keep soccer

up as she approaches middle school. Her teammates and coaches help motivate her because she does not want to let them down.

# Fifth grader is on par

by **Elena D’Amato**

Stepping up to the tee, fifth-grader Tristan Tucak became engaged in golf, a game of skill and strength, after his dad introduced him to the sport in a creative way. While many first learn the rules of golf at a childhood birthday party, the Tucak family decided to get a little more creative.

At the beginning of his golf career, Tucak was not too involved in golf, as it took a couple of times playing in his father’s backyard to really get into it. He does not take golfing lessons, learning about the sport directly from his father.

“My dad is the one who has been teaching me this

whole time, and he is pretty good at it, I must say,” Tucak said.

Tucak’s father, Ante Tucak, introduced Tristan to the sport by making him a wooden golf club when he was around six years old and has continued to play a massive role in his interest in the game.

“I started when I was old enough to speak and old enough to walk, yet still in potty training,” Tucak said.

Tucak currently plays golf just for the fun of it but plans to take it further.

“I want to see if I can master the sport and become a professional, and I want to see if I can beat the best play-

er in the world,” Tucak said.

While other children at the age of ten, including Tucak’s friends, are playing video games, he prefers his sport even over video games.

“They just do not feel the same,” Tucak said.

Because Tucak does not practice at a club, he and his dad attempt to build their own courses and spread the love of golf through teaching their friends when they hang out.

As he gets older, Tucak wants to focus on broadening his golf experience and take it to the next level at competitions.

“I want the Tucak name to be remembered,” he said.



Encouraged by his father, Ante Tucak, fifth-grader Tristan Tucak plays golf for fun. Instead of practicing in a club, Tucak builds golf courses with his dad and encourages his friends to play the sport.

PHOTO BY BRIANNA NELSON

# Does Accelerated Reading help students?

by Sarah Catalano

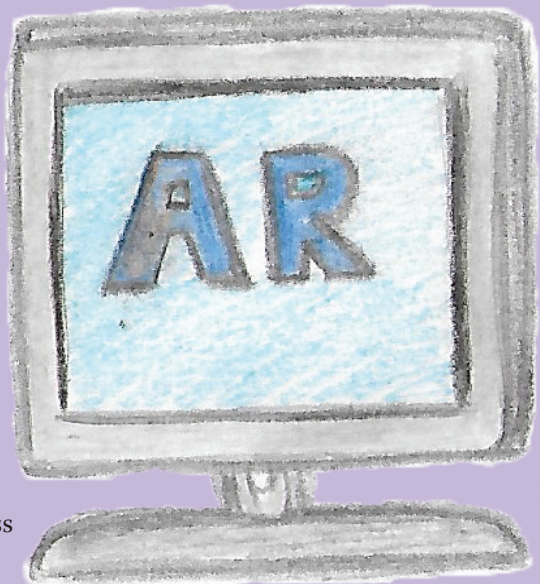
The neat blue trim and sans serif font of the Renaissance Learning website is a familiar sight to any Pine View elementary student — racking up points from between the pages of a hefty novel like “Harry Potter,” searching for spare “Warrior Cats” books to meet the quarterly requirement, and scoring shiny plastic dog tags with messages like, “Reading Rocks” are all part of the elementary experience.

Through the process of education, it becomes an ingrained part of our lives to absorb and spit out information in the form of multiple choice. It’s for this reason the question is raised: Does requiring students to participate in the Accelerated Reading (AR) program have any lasting impact?

Renaissance Learning, the organization in charge of AR and other programs, has been around since 1984. AR was the first program to be introduced, with the goal of enriching classroom activity by allowing students to apply classroom skills and critical thinking to activities. Additionally, it would collect massive amounts of data on how students learn to eventually aid teachers in creating curricula.

The majority of this and

other sources’ data shows that AR does, in fact, improve



reading skills.

A 2016 report by the U.S. Department of Education showed that among 233 students grades 1-3, reading comprehension improved by seven percentile points under the AR program; however,

smaller studies in the same report showed no discernible effects in terms of reading fluency. Generally, the program was shown to yield either positive or mixed results — statistics that make sense, considering the broad scope of students and ways they learn best.

Aside from reading comprehension, though, AR may actually increase the amount of time students spend reading. By giving them an incentive to read, they are more likely to read more — and by reading more, they can gain literacy skills. Even students who do not already read recreationally have a reason to, and can benefit from it in the long run.

With today’s boundless exchange of ideas, genres and storytelling voices are constantly expanding. From vivid accounts of Lewis and Clark’s adventures in the wilderness to high-paced science fiction full of black holes and blaster fights, students often don’t realize they enjoy reading until they find the right book. AR gives them the opportunity to explore and discover an author or genre that truly draws them into the world of reading, possibly for life.

## Does AR help students?



“I think that AR is helpful because then it just tells you how many words are in a book, and it helps me understand the book better. I can also quiz myself to see if I really know what the book is really about.”

- **Amina Matheu, Grade 4**



“I think AR is good because if there wasn’t any AR, people wouldn’t be reading as much. So AR is a good opportunity for you to read.”

- **Sabina Zapolsky, Grade 4**

# Lunch to the Next Level

by Mahitha Ramachandran

Within a school day packed with lessons, tests, and assignments, there is half an hour that provides a rest from the constant schoolwork: fields. Also referred to as recess, fields is the part of the school day where elementary students are able to destress and have fun, often while also getting in some exercise.

However, every student is unique, and for some, playing basketball or playing on the playground is simply not appealing. For these students, fields can become a time that is dreaded each day. This raises the important question of whether students should be allowed to play video games

during fields.

It's no secret that video games are popular, especially among elementary students. Many students consider playing video games a way to relieve stress and have fun — similar to how other students use sports or physical activity to relax. Therefore, if the purpose of fields is to give students an half-hour of respite from the potentially stressful schoolwork that fills the rest of the day, gaming should be an option during fields.

There are many benefits that come with playing video games during fields. Playing video games involves social interaction and cooperation with peers, an aspect of gaming that is often ignored. Gaming during fields would not

only stimulate collaboration, but also encourage students to complete their homework and study at home since they have already had a chance to play video games in the company of friends.

Of course, there is the concern of students participating in physical activity. It is true that exercise is especially important for growing children; however, during fields, students in some grades are allowed to go to the media center to work on homework, find some place to talk with friends or do something other than an activity involving exercise. So why shouldn't gaming be one of these alternatives?

Many students participate in physical activity outside of school or participate in gym



class at school, so if some want to relax during fields by playing video games, they should have that choice.

Perhaps the name “fields” suggests that students should be playing on the fields and playgrounds during this time, but it is clear that because some students would rather team up with friends to beat

the next level of their favorite video game than participate in a game of tag or climb through the monkey bars, there should be other options available. By allowing students to play video games during fields, these students will stop dreading fields, and instead, start looking forward to their half-hour of fun.

# Debating Dating

by Isabella Gaskill

I remember that it was around fifth grade when I started to see my friends start dating. It was different from the sort of dating before, which was mostly simple crushes and week-long flings.

People in my classes started really dating for several months, which is about as serious as a relationship can get when you haven't even reached middle school. I remember the tears after breakups and the massive teddy bears for Valentine's Day.

But I also noticed some of my friends were starting to get worried. Were they weird because they hadn't started dating yet? Should they have a

boyfriend or girlfriend?

Most importantly, it should be acknowledged that no elementary-school relationship is going to last forever. Even if a couple thinks they are absolutely in love, they will probably outgrow each other or pursue different interests. Breakups don't mean that a relationship was never meaningful or real, but kids shouldn't set high standards of meeting their soulmate in fifth grade.

A lot of parents usually have an age in mind that they are comfortable for their children to start dating. According

to [yourteenmag.com](http://yourteenmag.com), “An NBC Today Show segment titled ‘Are They Mature Enough?’ discussed survey results from a variety of parenting questions,

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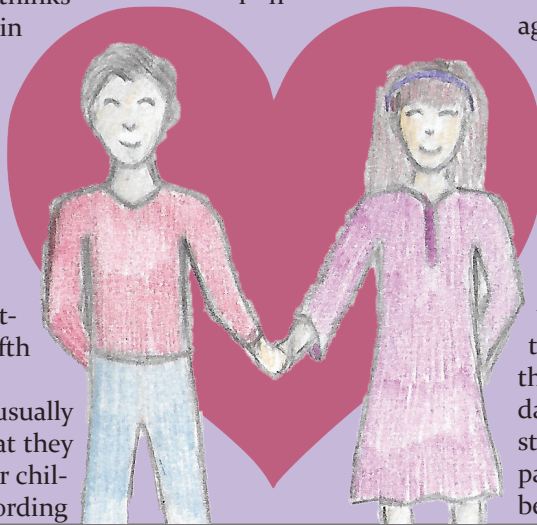
cluding this one: ‘At what age is it okay to date?’ The respondents overwhelmingly chose 16 (74%) as the appropriate age, followed by 14 (23%).”

Not everyone is going to agree with their parents, but it is healthy for kids to be able to discuss their relationships with their parents. That may mean waiting a bit longer to start dating, and although parents don't know everything, they often have good intentions when they implore their children to wait until they are more mature to start dating. It is always okay for students to wait until their parents are ready for them to begin having relationships.

Of course, there are logical reasons that someone might wait until they are older to start dating. But maybe they just aren't quite ready, and that is perfectly okay, too.

Just because people are starting to date doesn't mean that everyone else will necessarily want to as well. Relationships, where one or both of the parties aren't ready, can often result in an uncomfortable situation. No one should feel forced into something that they are not comfortable with just because they want to fit in.

Waiting is just as normal as not waiting, and this is important to keep in mind going through middle school and into high school.



# What is your favorite springtime activity?

"Egg hunts"  
**Summer Bothello,**  
grade 5

"Swimming or kayaking in a lake"  
**Alec Johnson,** grade 5

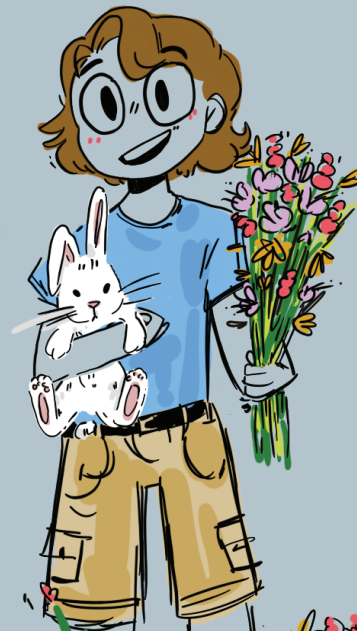
"Swimming in a pool with my friends and laying on the floor while watching the clouds"  
**Emily Jin,** grade 4

"Baseball and basketball outside"  
**Domenica Campbell,** grade 5

"Swimming in the pool"  
**Willow Neitlich,** grade 4

"Playing with my sister, because she's in college and comes home during spring"  
**Jane Callahan,** grade 4

"Staying at home"  
**Michael Yan,** grade 4



GRAPHIC BY ZOE MERRITT

# Why do leaves change colors?

[student question submission]

Question submitted by fifth-grader Madeleine Arsenault



PHOTO BY TIFFANY YU

by Sarah Hassan

When associating different colors with each season, the color for autumn is almost always orange. For spring, it is usually green. These color associations, accepted throughout the northern hemisphere, are due mostly to changes in leaf color. Most acknowledge the effect of season changes on the color of leaves, but few understand how and why it happens.

Temperature is one of the foremost factors in the changing of leaf colors. The cooling of the temperature is caused by a tilt of the earth's axis, which leads to different seasons. According to durangotrain.com, as the temperature starts to cool down, the leaves of different types of trees start to display colors like orange, yellow, and red. According to scientists, these changes are largely a

result of the breaking down of chlorophyll, which gives trees their green color in warmer seasons. Colder weather can also produce differently-colored pigments in tree leaves, leading to warmer colors like red and orange.

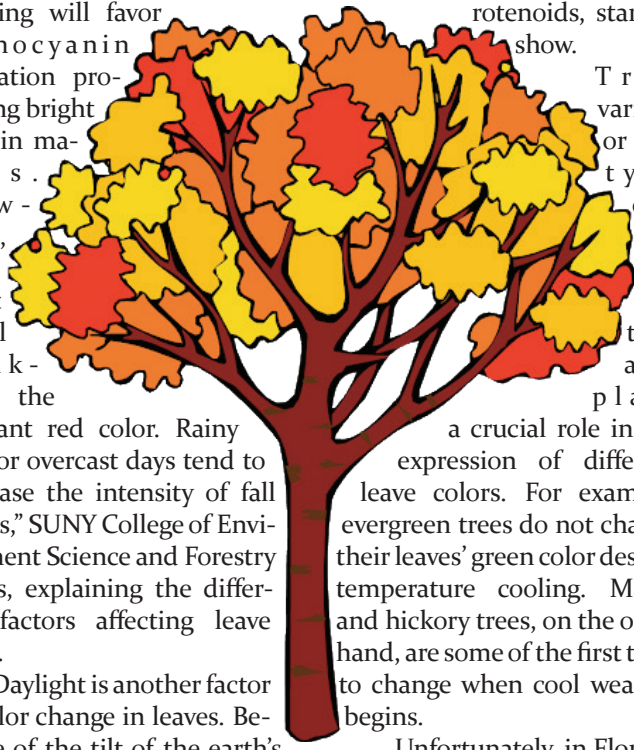
"Low temperatures above freezing will favor anthocyanin formation producing bright reds in maples. However, early frost will weaken the brilliant red color. Rainy and/or overcast days tend to increase the intensity of fall colors," SUNY College of Environmental Science and Forestry states, explaining the different factors affecting leaf color.

Daylight is another factor of color change in leaves. Because of the tilt of the earth's axis, the days start to become shorter after the fall equinox, when the hours of day and night are equal. The shortage of day hours leads to a reduction of photosynthesis, the process which makes plant food from the sun's energy. According to the SUNY College

of Environmental Science and Forestry, this causes a decrease in the amount of chlorophyll produced due to a lack of energy — in this case, the sun. As the amount of chlorophyll decreases, pigments which were once covered by the chlorophyll, like anthocyanin and carotenoids, start to show.

Tree variety, or the type of tree, also plays a crucial role in the expression of different leaf colors. For example, evergreen trees do not change their leaves' green color despite temperature cooling. Maple and hickory trees, on the other hand, are some of the first trees to change when cool weather begins.

Unfortunately, in Florida, opportunities to see a tree's leaves change color are few and far between. Next time you are in a northern state during the fall, or even northern Florida in the winter, remember how and why leaves change color - it'll make the experience even more beautiful!



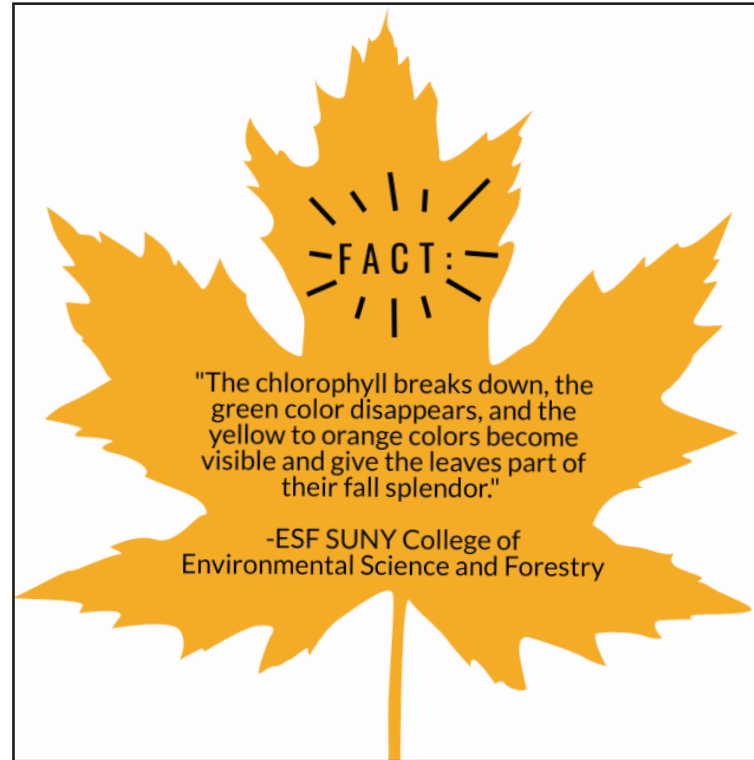
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IN ONE FALL SEASON,  
ONE ACRE OF TREES  
CAN DROP OVER TWO  
TONS OF LEAVES —  
THE EQUIVALENT  
WEIGHT OF A LARGE  
SUV.

SOURCE: ECOVENTURES  
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GRAPHIC BY LEO GORDON



**FACT:**  
"The chlorophyll breaks down, the green color disappears, and the yellow to orange colors become visible and give the leaves part of their fall splendor."

-ESF SUNY College of Environmental Science and Forestry

GRAPHIC BY JOANNA MALVAS

# Classifying cafeteria classics

by Joanna Malvas

Within the welcoming yellow walls of the Student Union lie the culinary creations of the Pine View Student Union staff. Of the nine years I've spent consuming the diverse array of school lunches and being greeted by the lunch ladies' smiles, I can say without a doubt that certain school lunches have always been my favorite; here's an honest evaluation of the best school lunches at Pine View.

First, one can easily notice that everyone is a little brighter on nacho day, which only comes around once or twice a month. Nachos lighten up the mood with every satisfactory crunch. It's best

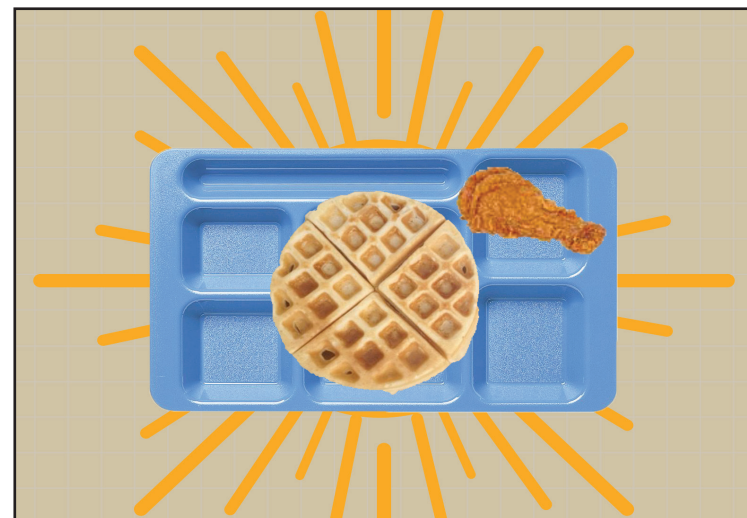
paired with cheese and chili to maximize savory and flavor. Nevertheless, no meal is complete without veggies or fruit as a side. I personally prefer broccoli, as its chewy texture dipped in cheese is the perfect contrast to the chips.

As much as chicken tenders also tend to be a crowd favorite, I only love them when served with smiley fries. I would even go so far as to argue that smiley fries are the best addition to any of the school lunches. The aerodynamic shape of this crusty yet fluffy fry allows for a single-bite consumption.

Other front-runner favorites include the teriyaki chicken with rice and the crunchy beef tacos. These meals break

up the typical school lunch dynamic of mac n' cheese and PB&J sandwiches on the menu. You'll notice that the lunch lines have a longer wait period, as the scents of these meals draw in more famished students who may not have had a hearty breakfast.

Overall, the number-one ranked meal at Pine View, that I fully believe reigns supreme, is the chicken and waffles meal. No other school lunch is better than this sweet and savory combination — it is the edible equivalent of Marvel movie mashups. At first glance, yes, the combo seems contentious, but soon your taste buds will realize the scrumptious yet simple tang the meal offers.

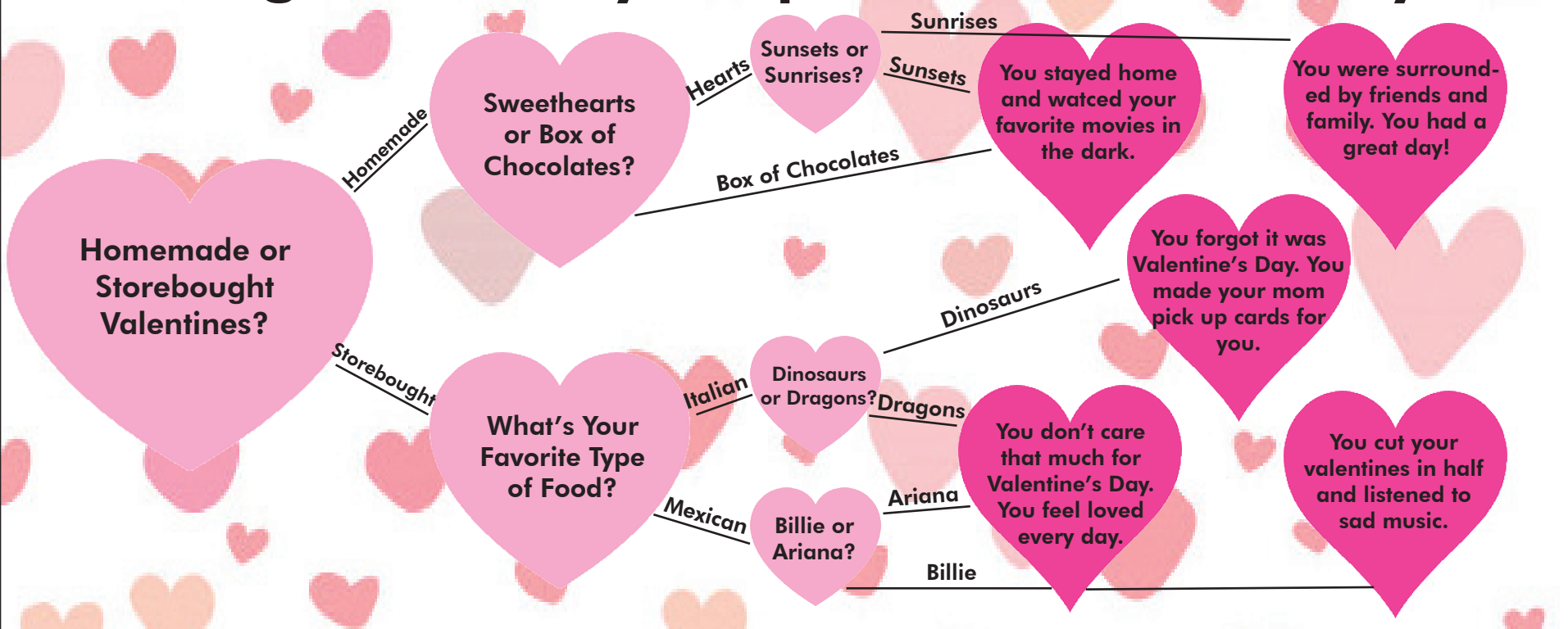


In The Match's opinion, chicken and waffles is one of the best options on the Pine View Student Union menu. While every lunch is delicious and nutritional, some meals clearly stand out. GRAPHIC BY LEO GORDON

There are, ultimately, other underrated meals served at Pine View, however, the meals that I've mentioned have carried me throughout all of my stressful years. Thus, I en-

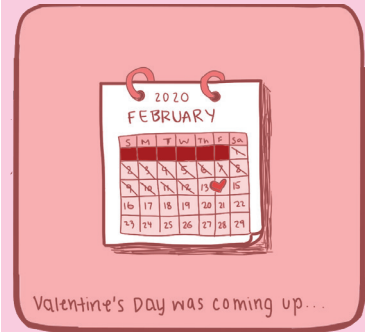
courage you to indulge in the delectable options the school offers because these meals are the top-tier school lunches that exemplify Pine View's "tradition of excellence."

# Can we guess how you spent Valentine's Day?



# Valentine's Day Voyage

by Felicity Chang and Mahitha Ramachandran



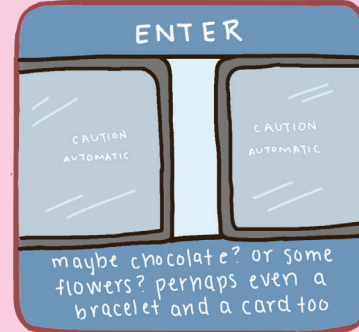
Valentine's Day is soon!



I need to buy a gift!



A gift for my sweetheart.



What should I buy?



I'm sure I can find something.



Fourth of July stuff? Already?



Thank Gosh I have Amazon Prime!



The twelve astrological signs each have their own distinctive characteristics and personality traits. Keeping up to date with horoscopes is a great way to learn more about yourself.

GRAPHIC BY LORA RINI

## Mapping your horoscopes

by Olivia Hansen

As elementary students, it's important to be cognizant of your priorities and where they lie. Now sometimes, it's hard to sort the aspects of work, leisure and pleasure in your day-to-day lives.

Luckily, horoscopes exist: an incredibly accurate astrological guide to your well-being. The messages in the sky are a true manual to what you should be doing and feeling at this very moment.

It's a known fact that your zodiac sign determines your characteristics and emotional capacities. In fact, if you look close enough at the stars, you can actually tell if you're introverted or extroverted. Astrology

is crazy.

Some possess the ability to further analyze the stars and reveal things about yourself that you didn't even know! Are you a Pisces (Born February 20-March 20)? Did you know you should eat ice cream for dinner every night? It might sound crazy, but it's written in the stars! Are you a Capricorn (Born December 21-January 19)? Did you know that you are destined to die your hair purple at some point? Sometimes it's important to let the stars do the talking, despite what your natural instinct is saying.

It's important to find a consistent source of horoscope updates, so everyday you know where your priorities lie. The

stars are a great resource to use when making important decisions in your everyday life.

Sometimes, you need to focus on spiritual consciousness and other days you should dedicate your attention to your emotional well-being. It's impossible to know these things without the guidance of the stars, and nothing else!

After reading this, I hope you have learned a thing or two about yourself. On more instances than others, you would not know things about yourself until you look up at the sky. Maybe spend less time playing Minecraft and spend more time examining the stars. Look at a horoscope and learn something new about yourself!

# Student's got 'game'

by Grace Johnson

The first video games ever invented were produced by computer scientists and MIT college professors as a part of research. Although lacking any sort of computer science credentials, fourth-grader Felix Ratner seems to be ahead of his counterparts as he began programming video games at age six.

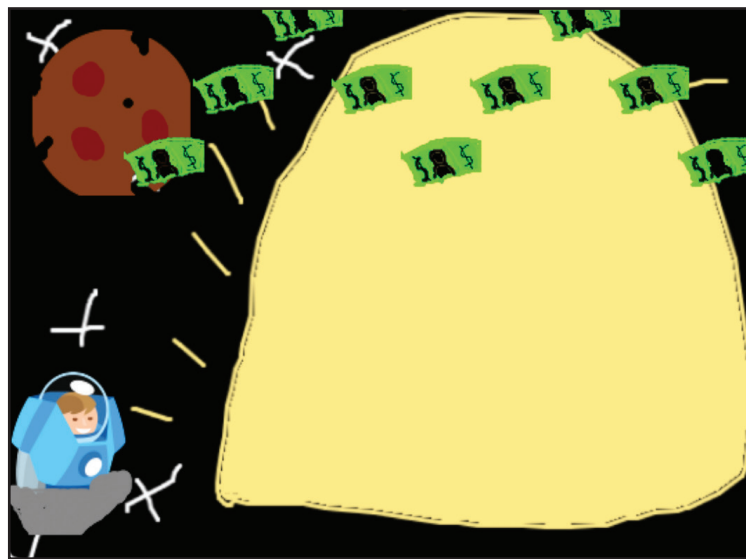
Ratner was inspired to program video games because he loves to play them. His favorite game is Minecraft, and the building process of the game helped Ratner realize he wanted to go further with creating video games.

"I wanted to create a game. I started by creating Minecraft mods [which are changes to the way the game works normally]. I've gotten further and further, and now I create real games," Ratner said.

After his interest was peaked playing Minecraft, Ratner decided to take classes online through Codakid.com, which is advertised for kids who want to "unleash their potential with real coding instruction." He took a variety of classes on how to create several types of games.

"Different [programming] languages work in different ways. In JavaScript you have to end each programming line with a semicolon, and in others you don't," Ratner said.

Ratner has found a new level of amusement from creating games rather than simply playing them.



In the middle outer space, fourth-grader Felix Ratner sets the stage for his video game "Space Tube Roads" which he programmed himself. By tapping on the mousepad of a computer, one floats higher in space and is able to avoid asteroids and collect money for points.

PHOTO BY SPACETUBEROADS.COM

"It's a lot of fun to just play a video game, but it's even more fun to program one, because you get to choose all the settings and the stats and the assets," he said.

Ratner's father, Paul Ratner, expressed his interest in his son's activity.

"Programming video games can be both fun and you can learn a lot," Paul Ratner said. "Felix made a great game called Space Tube Roads, where you avoid asteroids and space debris. It's amazing how the game helped him visualize a very futuristic idea. You can play it on his website spacetuberoads.com."

Ratner plans on being a scientist when he grows up, and coding has helped him

find that out.

"Coding helps you focus on specific things and split different things into groups. You have to learn all of the variables and the brackets and endings. That helps you learn things in science too," Ratner said.

None of his friends program video games to his knowledge, but that doesn't stop him from encouraging whoever is interested to try it out.

"If anyone does want to program, all you have to do is try trial and error. You need to keep trying; don't give up. And, if you don't know how to do something, look it up. A lot of people copy code and then just change the details," Ratner said.

[a column]

## New Traditions



Leo Gordon,  
Match Editor-in-Chief

In a world of constant changes, sometimes it's nice for things to remain the same. Like they say, it's the little things in life that make the difference.

In my nine years at Pine View, I've experienced the new and the old. I've met countless new friends, waited in

The new Third Grade Showcase allows students to exhibit their creativity and talent, and that's what Pine View is all about.

suspense for nine new schedules, and participated in age-old traditions, like the third-grade sleepover, the fourth-grade trip to St. Augustine, and high school dodgeball. It's these traditions, and these experiences, alongside friends, that make Pine View the memorable place we all know.

I distinctly remember the choreography, costumes, and lyrics of "Nouns" from my Third Grade Rocks performance, and I always will. I'll always remember the creepy

dungeons of the Castillo de San Marcos from my fourth grade St. Augustine trip, and my lack of effort in trying to win high school dodgeball for my class.

Though some of our favorite memories, these experiences aren't, and shouldn't be, set in stone. Though they're loved, time brings new memories for new students. Sometimes, it's important to create new traditions and new memories — something Pine View is great at. Change isn't always a bad thing; in fact, it's often a great thing!

This year, the third-grade class created a new

tradition, the Third Grade Showcase, replacing the old Third Grade Rocks tradition. Sure, it's the end of an era, but it's also the be-

ginning of a new one.

The new Third Grade Showcase allows students to exhibit their creativity and talent, and that's what Pine View is all about.

Despite concerns regarding the end of Third Grade Rocks, I have no doubt that this new tradition will create amazing memories for students and parents for years to come.

So, to embrace the spirit of Pine View, let's create and enjoy the forging of new memories and traditions!