



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XV

"Cultivating Success in Every Child"

Friday, January 15, 2016



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



Next Thursday at 7:00pm in the Auditorium, the Garden School Board of Trustees will be holding our annual General Assembly. The General Assembly is an important night each year for the Garden School Community, since it offers a chance to learn about the state of our school. I know that the Board hopes that as many parents as possible can join us to share in this night of information, planning for the future and good news about the current state of our school.

Communication within independent schools has always been and remains an important part of the culture. Sharing information and plans always enhances the level of participation for all members of a school community. Our schools, which are under the not-for-profit governance model, all have Boards of Trustees whose primary responsibilities include ensuring the fiscal stability and success of the school, of evaluating and supporting the Headmaster, and of engaging in long range strategic planning to guide the future of the school.

All of these elements of the culture of our school will be presented, discussed and explained. You will hear from each of the Board committees who will share their current work, their progress and their goals moving forward. And there will be time for questions.

Please come to the General Assembly on Thursday, January 21, at 7:00pm in the Auditorium and join us for an evening of ideas, facts and, of course, refreshments.



Garden School General Assembly, Thursday, January 21st at 7:00 PM

Making The Difference

(Reprinted from December 18th edition)

Dear Garden Families:

As the year comes to an end, the Board of Trustees would like to thank all who have contributed to the Annual Fund and who support Garden School every day of the year. Garden families exemplify the true spirit of giving and that generosity comes in so many, much appreciated forms.

The Board has set priorities for necessary school improvements that your giving to this year's Annual Fund will help support. They include:

1. Technology infrastructure upgrades
2. Physical plant upgrades such as replacing courtyard windows

Our mission remains to make the difference in your child's educational experience. And, we are doing just that. Of course, the proceeds from the Fund extend far beyond the classroom and include many practicalities that are making our facility a high functioning educational center.

Should you wish to make a donation, it would be most appreciated. The Annual Fund extends throughout the year. It is a continuous effort to enhance our children's lives.

We will keep you updated on the Fund's progress and keep you current on the improvements made. We look forward to seeing parents at the General Assembly on Thursday, January 21st.

Thank you for supporting us in every way! Happy Holidays!

Board of Trustees, Garden School

Help us ensure that Garden remains a strong organization financially and worthy of our reputation as the finest independent school in Queens. Thank you!

[Donate Now](#)

(Please participate. No gift too big or too small!)



DATES TO REMEMBER:

- Thursday, January 14 – Thursday, January 21: Upper Division Midterm Exams
- Monday, January 18: School Closed for Martin Luther King Day
- Thursday, January 21: All School General Assembly, 7:00 PM Gymnasium
- Friday, January 22 : Marking Period 2 Ends
- Monday, January 25: Character Education Program Value "Inclusiveness" begins
- Tuesday, January 26: PTA Meeting, 8:30 AM
- Thursday, January 28: Report Cards Distributed
- Friday, January 28: Report Cards Returned
- Friday, January 28: Movie Night for Lower Division 6 PM
- Monday, February 15-Friday, February 19: School Closed for February Break
- Monday, February 22 : Classes Resume

Athletic Department Game Schedules

Girls Varsity Basketball

Day	Date	Opponent	Location	Time
MON	2/1	BRP	AWAY	4:45
FRI	2/5	BFS	AWAY	5:00

Girls Middle School Basketball

Day	Date	Opponent	Location	Time
WED	1/20	BWL (NL)	HOME	3:30

Boys Varsity Basketball

Day	Date	Opponent	Location	Time
FRI	1/15	CHURCHILL	HOME	4:00
MON	1/25	CHURCHILL	AWAY	4:00
THUR	1/28	YORK PREP	AWAY	4:00
MON	2/1	LREI	HOME	3:45
WED	2/3	BFS	AWAY	4:00
FRI	2/5	BWL	AWAY	4:15

Boys Middle School Basketball

Day	Date	Opponent	Location	Time
WED	1/20	BWL	HOME	3:45

Boys Junior Varsity Basketball

Day	Date	Opponent	Location	Time
Tue	1/19	Browning	HOME	4:00



Garden Enrollment Referral Program

Garden has a Referral Program in place to incentivize current families to refer new families who enroll at Garden. For every NEW full-time Garden student that enrolls and pays their tuition due in full and indicates that you are their referring family, the referring family will receive \$1,000 tuition credit. For each *additional* new student that enrolls, the referring family will receive a \$1,500 tuition credit once the new family has paid their tuition in full.

Although it is not necessary for us to have the card below, it allows us to keep track of your participation in a new family's enrollment. You can also choose to send an email with the information on the card directly to Jim Gaines, Director of Outreach, at jgaines@gardenschool.org. With your permission, we will follow up with the prospective family.



Garden School Enrollment Referral Card for Prospective Families

Your Name: _____ Email: _____

The following family might be interested in receiving information about Garden School for their children.

Referred Parent/Guardian Name(s): _____
Address Zip Code: _____
Phone: _____ Email: _____
Child's Name: _____
Grade Next September: _____ Current School (if known): _____
Notes/Comments: _____

Please return this form to front desk, or the Outreach office or simply contact the Garden School Outreach Office directly at (718) 335-6363 x28 jgaines@gardenschool.org www.gardenschool.org

Garden Gala - April 8th 2016, Terrace on the Park *Save the Date!*

Jean Kinn, Chair, Garden Gala 2016

Member, Garden School Board of Trustees, Alumni Parent '06

We are thrilled to be hosting the 7th Annual Garden School Gala and we want all of you to mark your calendars and get involved. The Gala is our annual Spring Fundraiser where all of the community comes together to celebrate the wonderful institution that is Garden School. Garden School has been serving NY families for ninety-three years!

Gala invitees include all current families, alumni, alumni families and administration, faculty and staff as well as your friends. So, plan to come celebrate with us as you wander through the cocktail hour and browse spectacular deals in our Silent Auction. Enjoy dinner with spectacular views of NYC as you join in our Live Auction and Scholarship Pledge. Last but not least, great fun, dance the night away with old and new friends!

Donations to the Auction are being accepted. They can be dropped off in the main office at your convenience.

The Gala Committee meets each Friday morning at 8:30 in the Library. We will also have evening meetings – dates to be announced.

We welcome you to get involved with our Auction Committee or our Journal Committee. Forms will be going up on the Garden School web site on our Gala Page shortly.

Questions? Contact us at gala@gardenschool.org or contact me directly at jean.kinn@gmail.com

Looking forward to a wonderful event in April!



Garden School PTA

By: Maria D'Amore (PTA Secretary)

Happy New Year, Garden School Parents!

Our first event of 2016 is the lower division Movie Night scheduled for January 29th at 6PM! Thank you to Maria Delgado for volunteering to Chair this event! If you have any questions regarding this event, please email Maria at moonwellness@aol.com!

Thank you to everyone who donated to the Holiday Gift Fund for teachers and staff!

Thank you for your continued support!



Daniel Webster Debate Society Team Sweeps Competition

By Richard Kruczek

On Saturday, December 12th, the Daniel Webster Debate Society participated in a NY Debate League tournament.

There were two simultaneous tourneys: one for experienced debaters (our team of Joelle and Liam) and one for Novices (3 teams: Cecilia/Daniel/Sarah; William/RJ/Olivia; Zune/Aditya/Camryn).

The Experienced team took two top ten speaker awards and a top six team award. The novices won their tournament! The teams took 4th, 2nd and 1st (Cecilia/Daniel/Sarah) and Aditya took the first ever Speaker of the Tournament award: the coveted gavel! In addition, Garden took overall team of the tournament! For 11 debaters, Garden took home 15 awards!



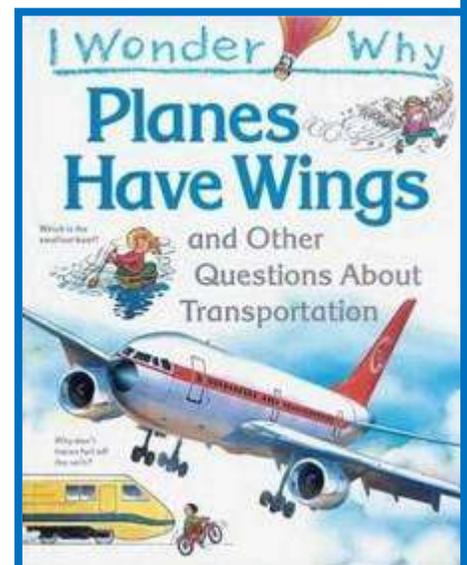
Well done to the students - they were magnificent!

Garden School Pre-K For All Program

By: (PKFA Teacher)

Now well into this month's unit on Transportation, the students have begun scientifically exploring and experimenting with objects in motion. In the upcoming weeks the children will ask questions and make predictions based on their observations and manipulation of things and events in the environment. While building bridges, tunnels, paper planes, vehicles, ramps and construction sites, the students will discover how vehicles move, what they carry and how they get various jobs done.

The students will be invited to make predictions and conduct experiments to test their theories about various lengths and heights of ramps and what happens when





you put different types of vehicles down a ramp. For example, how fast will different vehicles travel down the ramp? Students will be prompted to use critical thinking by asking questions or making statements such as: What did you observe/notice here/when...? I wonder what would happen if... How do you know? How could we find out? What will you do next?

We will also be discussing the importance of traffic signs and signals as well as the different emergency vehicles such as fire-trucks, rescue helicopters, and life guard boats. We will be reading books and viewing videos to learn about what makes vehicles move,. For example, how the space shuttle gets off the ground and how a high speed rail train is powered by magnets. We are excited to begin our explorations!

Early Childhood

Nursery - Kindergarten Music

By: Tom Heineman (Music Teacher)

In the wake of the show, early-childhood students have been learning several new songs such as 'Shoo Fly,' 'One, Two, Three, Four, Five' (an old counting nursery rhyme), and 'Blue Tail Fly.' Students also attempted a clapping game with varying degrees of complexity for the song 'Miss Mary Mack.' Pre-K students have been singing variations on the song 'Here We Go Round the Mulberry Bush,' to accommodate all of the items of clothing they need to put on before stepping outside during winter. All early-childhood students relish doing a new, simple teacher-generated song, in which they point to four parts of their person in quick repetition and the song gradually picks up in tempo.

For Pajama Day, I will bring in my pet (stuffed animal) owl, 'Owl Pacino.' Early Childhood students will take guesses based upon clues as to what kind of animal Owl Pacino is before he makes his appearance (more specifically, he is a bird found in this area, a Great Horned Owl). They will learn about some of the amazing senses owls possess, with the emphasis on their incredible hearing. Students will sing a song adapted for the occasion ('I Love Owl Pacino'), make owl sounds, and move like owls (gliding nearly silently, with comparatively few wing flaps). Pajama Day is a day that students really enjoy and enter into the spirit of things.



Elementary

Grade 1 Mathematics

By: Jackie Renner (First Grade Teacher)

The use of graphs allows first graders the opportunity to interact with information in a different way.

We began by sorting shapes with a venn diagram. Students had to determine the rules for the shapes, remembering that the overlapping portions of the circles followed both rules. The students used tally charts to construct picture graphs, pictographs, and bar charts. When we are able to incorporate math activities with other subject areas, students are able to make stronger connections to the material and they included ideas from most of our subjects over the past week.



During reading, we read a nonfiction science article about bees and their many jobs. This led to a taste testing of honey. Everyone sampled two honey cereals and pure honey on a cracker. Each student added a picture of their favorite to the graph. Then the class picture graph was turned into an individual pictograph. Each student chose a symbol, added a title, and entered the data. After that, the students became teaches and wrote questions about the graph for classmates to answer. They were also able to write a sentence describing the data. These activities kept the students busy as bees!



Grade 2 Mathematics

By: Paula James (Second Grade Teacher)

The second grade students have been conducting surveys during their math classes. They have enjoyed the challenge of coming up with 14 different survey questions to ask the first and third grade classes on our floor. The students were excited to visit other classes and learn more about everyone's preferences. While we conducted our surveys, we had an opportunity to practice counting using tally marks and reviewing the components necessary in creating table and bar graphs. Gathering, collecting, and interpreting numerical data is an important skill that students will use across the curriculum. Learning about each other's opinions and becoming collectors of information builds mathematical reasoning skills, and encourages students to be confident mathematical thinkers.

As we interpreted and represented our data we were able to practice skip-counting (preparing for multiplication) and focus on one-to-one correspondence. Interpreting the data required the students to pay great attention to detail and make sure the data they were presenting matched their survey notes. We were also able to discuss what our surveys didn't show us. Upon reflection, one of our biggest surprises was realizing that our surveys didn't track whether more girls or boys (or which person) liked the item in question. Later the students used their information to make predictions about how other classes might respond to their survey questions. Our completed graphs are on display inside and outside the second grade room.



Grade 3 Mathematics

By: Laura Ingravallo (Third Grade Teacher, Dean of Grades 1-3)

The third graders began new units in mathematics and social studies over the past few weeks.

In mathematics, the students have begun learning about division. To initiate this study, they divided counters into groups with an equal number of counters in each group. They examined the meanings of division, sharing and separating, and they learned division vocabulary (dividend, divisor, and quotient) as well as the different ways to write a division sentence. They used virtual manipulatives on the SMARTBoard as a visual and tactile way to explore division. During this unit, they also have begun to examine division in everyday life, using pizza pies, candy, and money. Through exploration, the third graders have identified the relationship between division and multiplication. To further reinforce this mathematical operation, the students listened to *The Doorbell Rang* by Pat Hutchins, which is a story about two



children that have to share the cookies their mother made with their friends that keep stopping by their home. The students demonstrated these division sentences using chocolate chip cookies.

The third graders are able to divide using 1, 2, 3, 4, or 5 as the divisor! This week, the students also continued to learn new multiplication tables: 6 and the 7!

Communities are important and special. They are places where people live, work, and have fun together. Over the last couple of weeks, the third graders have been learning about communities across our country and around the world, especially Mexico. They studied the different types of communities, urban, suburban, and rural, and the characteristics of each. They have seen how these places have similarities and differences and how communities can change. Through this unit, they also explored the responsibilities of citizens in a community. Lastly, the third graders investigated the role of culture in developing these places.



After this examination of communities, the third graders applied their knowledge. They created and built their own communities using Lego products. As a class, the students brainstormed and selected a name for each of their communities (urban, suburban, and rural). They also decided what they wanted to include in each community. In the urban community, they incorporated businesses, stores, and skyscrapers. The suburban community had a park and homes. The rural community had vast farmland and open plains. They also included roads and forms of transportation, such as cars, trucks, and airplanes, in each community. Citizens inhabited, worked, and socialized in these places. Once they finished planning their communities, the third graders worked together to build these places. During this project, they utilized cooperative learning skills such as teamwork and compromising to successfully produce the communities.

This community unit and the previous globe and map skills unit are a good foundation for future in depth learning of communities- in the United States, other countries, and in other historical periods.

Grade 4 Language Arts

By: Phil D'Anna (Language Arts and Social Studies Teacher)

Over the winter break, the fourth grade completed various projects to conclude its reading of Andrew Clements's Room One. It was a novel that the students closely engaged with and enjoyed reading. The work they produced reflected many different styles of learning. Using various styles of assessment helps students who are not formal "test takers". Depicting different scenes from the story, illustrating the characters, or writing a letter to the author are all ways that students interact with the information at hand. The summaries that the students produced demonstrate that they are continuing to develop their writing – some students are working to expand their vocabulary or sentence structure, some are trying new methods of using topic sentences, and others are continuing to practice their mechanics of standard written English.

Since returning from the break, the class has been developing its understanding of pronouns and the ways that they can be used to eliminate repetition in our writing. Learning about subject, object, and possessive pronouns has helped the fourth graders to cut down on redundancies in their writing.





In the upcoming weeks the students will have the opportunity, again, to grow their writing skills as we begin a creative writing unit. In this unit the students will read many short stories and recognize the essential elements of each one: characters, setting, problem, solution, and a clear beginning, middle, and end. This unit will help not only develop an understanding of story elements and the writing process, but it will also encourage creativity and imaginative thinking supported through writing. Each student will explore his or her favorite genre of storytelling and scaffold their ideas until they've created a wonderfully constructed piece.

Grade 5 Language Arts

By: Nancy Massand (Language Arts Teacher, Dean of Middle School)

What's a flip-flap book? Remember those board books with the peekaboo flaps you liked to read as a little kid? In 5th grade we're way more mature than that, but we still kind of like to cut and paste (don't let that get around). We created our own flip-flap books to teach the concepts of setting, character development, plot and theme.

Since the 5th grade has just finished reading *Wonder* by R.J. Palacio, we used that book as an example. Each page of our flip-flap books had a literary element, like "theme," that can be flipped up to view an example of a theme like "kindness" from the story. We even had a page shaped like a pizza with slices that flipped up to reveal conflicts like man vs. nature, man vs. self, man vs. society and man vs. man. ("Why man vs. man?" one student wanted to know. "What about women?") It sparked a lively discussion. Even though the classroom looked like a tornado of paper scraps for a few days, the end results illustrated the components of a novel and will set the foundation for future literary pursuits.



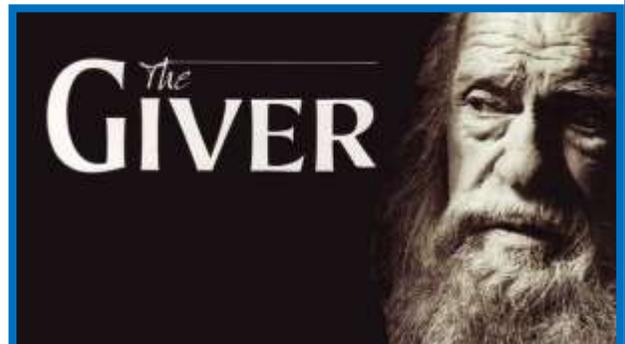
Our other project, completed over the break, was a character collage illustrating character traits with words and pictures. One of our students, who wishes to remain nameless, shows off our display board in the picture. Stroll into Room 28 this week and take a peek!

Grade 6 Language Arts

By: Phil D'Anna (Language Arts and Social Studies Teacher)

Over the course of the last several weeks the sixth grade classes have been diligently working to develop various skills. As we brought our mystery novel - The Name of the Game Was Murder - to a close, many students wrote alternate endings to the novel – an extra credit assignment meant to assess how students understood the story and the progression of its events. It was interesting to read how each student depicted a different possible ending to the same story.

More recently, the students have been chosen to read one of two novels: either A Single Shard by Linda Sue Park or Homeless Bird by Gloria Whelan. Each novel expresses life from different cultural vantage points. The characters in both novels, because of their upbringing, face obstacles and challenges that affect the way they view the world and live their lives. After reading their chosen novel, the students will be writing an explanatory essay that describes the main character and how they've been changed as a result of their experiences.





The class will begin its third novel next week. We will read Lois Lowry's The Giver. Many students in the sixth grade have read this book for enjoyment, however, we will read it from a more critical and analytical vantage point. As a class, we will consider the benefits and the shortcomings of living in a society – as Jonas does – where people are deprived of their free will and unique expression. It will be interesting to listen to the class question the society, analyze the characters' motive and actions, and ultimately, decide for themselves if a society of Sameness is one worth living in.

Middle School

7th Grade Science

By: (Lou Albano, Science Teacher)

The outstanding seventh grade class has continued with the study of Life Science.

Our ongoing, hands-on classes have included various topics such as how food and energy are related, how the human digestive process occurs, the processes of photosynthesis and respiration. Students were shown how reading food labels could significantly change their diets. The importance of eating foods that have less salt and sugar, and more protein and vitamins was clearly established. Students were exposed to the fabulous documentary "Supersize Me!" Most students agreed that they will not opt for "fast food" as they did in the past. Many students have become more conscious of their food intake as a result of viewing the documentary.



Students have revisited how an autotroph and a heterotroph have similar needs but different modes of achieving the energy that they need to sustain life. They have been exposed to the topic of respiration, and have understood that respiration is not simply the process of breathing but has more intricate associations with metabolism. The process of fermentation has been part of classroom discussions.

Students are in the midst of midterm exams, and they will once again make connections with class discussions and activities as they prepare to take the Life Science midterm.

8th Grade Science

By: John Hale (Science Teacher)

The Garden School 8th Graders are currently working on coordinating school-wide projects centered around the book *October Sky* by Homer Hickim. This is a true story about a group of boys from a coal-mining town in West Virginia. After the launch of Sputnik, the boys started to study rocketry. The book takes the reader through their hard work to design, build, and launch their rockets. Their hard work pays off when they win the National Science Fair.

To help them learn more about these self-motivated students from West Virginia, the students will investigate the Rocket Boys and Appalachian life from different aspects. In English, they read and analyzed the book. In History, they learned about the Appalachian culture. In Science, they investigated the science of rockets then built and launched rockets of their own.

This will culminate in the 8th graders teaching three topics to the students in K through 3rd grades: the New Horizons Spacecraft, The Solar System, and finally the Orion Spacecraft. The 8th graders will design their own lessons and present them to the lower division students. They will also help the younger students build their own rockets and get a chance to launch them in the field.



High School

Grade 9 History

By: Marcia Elkind (Language Arts and History Teacher)

Ninth graders have completed their study of the development and movement of civilization from the Fertile Crescent and the Nile River Valley to Greece. The golden age of Greece, under the leadership of outstanding thinkers like Pericles, promoted democracy, built the Parthenon, developed tragedy and comedy and lyric poetry. They advanced our understanding of the world through observation and experimentation, developing mathematical and scientific principles we still follow today. They developed philosophy as a tool to discover truth, and believed its discovery to be the most important purpose for one's mind. They balanced a rich life of the mind with the development of the body, the ideal being a good mind in a sound body. To that end they engaged students in both intellectual study along with athletic training, like wrestling, boxing, discus, and running. Our schools today still reflect that need for balance between intellectual and corporal development.

As you can see, the many contributions Greek culture made to the store of human knowledge are enormous. Do I, as the ninth grade history teacher, expect the students to remember everything they've read and discussed in class? Well, yes and no. I tell them that they are responsible for everything: all reading, homework, class notes. I remind them that their homework **every night** is to study for twenty minutes. Constant review allows the mind to absorb information over time. Those who wait to cram before the exam find the details slip away. Part of the reason for giving major exams is to have students learn to apply good study habits **before the test**. The exams will have many questions about specific names, dates, and events, but also essays where students need to explain and explore important ideas, using details to support their insights. Ninth graders are at the beginning of their high school careers and will have another three years to perfect their skills before college. While I know they may not remember much ancient or medieval history by the time they get to university, my hope and goal is to give them the skills they need to succeed at that level: reading with comprehension, writing with clarity and purpose, thinking deeply and beyond the obvious. It is a road they have just begun to travel.

The second semester will begin with Rome. While engaged in the study of the other "classical" society (the first being Greece) we will study the origins of Christianity. When Rome falls our studies will turn both East and West. In the West we will see how Rome's demise plunged Europe into a "dark age" and in the East how it led to the development of the Byzantine world. We will study the development of Islam and how it impacted both the Byzantine and European cultures.

While the exams we give at the end of each semester help students see the "big picture" and allow teachers to assess their students' abilities and their own teaching success, they are not the only measure. No student will be given a grade based on one exam. This test counts for one quarter of a student's grade for the semester. The other three quarters of the grade is earned through class work, homework, tests, projects, etc. The primary goal is to inculcate good habits of listening, asking questions, taking good notes, completing all assignments thoroughly and on time. The test is where students show off how well they have learned those skills.

Grade 10 History

By: Richard Grusky (History Teacher)

The tenth grade is engaged in the study of European History. The study is divided into a regular course and an advanced placement course. The advanced section, beginning this year, will focus on thematic growth from 1500 to the present.

As we value the development of the thought process, we engage in sound reading, oral participation and written analysis.



We believe in the study of history. The purpose of the department is to give the student a firm foundation which will serve as a springboard to further study on the collegiate and graduate levels. As Machiavelli wrote to Lorenzo de Medici, his and our greatest gift is the knowledge of past events which will promote a better present and a desirable future.

Grades 11 and 12 World Languages

By: Agustín Melara, (Head, World Languages Department)

With Midterm exams upon us, there is an urgency to review a semester's worth of learning in the span of just a few days. As I began to prepare my students for their language exams in French and in Spanish this week, I realized how much they have learned since September: from the seventh grader correctly executing simple verb conjugations in Spanish, to the Senior writing a complex essay on existentialism in French, the progress is rewarding for both teacher and student. And, though Midterm exams are not (and should not be) the only means by which student progress is measured midway through the academic year, retrospectively, these exams may provide educators with the opportunity to analyze the relevance of their subject matter (vis-à-vis their students) while looking forward to the start of a new semester in which teacher and student will once again engage in the exploration of fresh concepts and ideas.

Advanced Placement French Littérature

By: Dr. Richard Marotta, (Headmaster, French Department)

Having completed both *La Symphonie Pastorale* by Gide and *L'étranger* by Camus, we embarked upon a piece of classical French literature, *Candide* by Voltaire. We are reading *Candide* as satire, as history and to identify examples of how the French language has changed since the mid 1700's. The suggestion to read Voltaire came from the students, who wanted to experience some of the classical French style. Our next work will be a twentieth century play, *La Guerre de Troie n'aura pas Lieu* by Jean Giraudoux.

Garden Alumni News

By Andrey Yoffe, Garden Class of '04

I graduated from Garden School in 2004 and attended NYU Stern School of Business. I am now eight years into an investment banking career at Stone Key Partners.

However, that's just a backdrop to the real news that a few years ago, my friend Ray Fredrick and I, whom I met during weekend basketball at Garden School among Alumni and friends of the school, started a non-profit called Directed Energy. Directed Energy is focused on helping under-resourced pre-teens in tough NYC neighborhoods focus on education, family and community. Using a team sports curriculum, we host after-school programs in Harlem to provide positive energy and guidance to young men and women. We're still small, with a basketball program for girls and boys at PS 50 in East Harlem, but continue to grow in order to help as many students as possible.

Information about our second annual fundraiser, hosted by Michael Rakosi (Garden School Board of Trustees Chair) at Comic Strip on February 2nd -- would be open to all that want to help and enjoy a great night of laughs.

For more information about the organization and the fundraiser, please see www.directed-energy.org.

