



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 94 Number: VI

"Cultivating Success in Every Child"

Friday, October 21, 2016



## **Thoughts for the Week**

By **Richard Marotta, Ph.D., Headmaster**



In thinking about today's column, the first thought that comes to mind was to write about the NYS AIS Team Visit , which begins this Sunday and lasts until Wednesday afternoon. Then I realized that I have been writing to you about NYS AIS for almost two years and have explained, I think, just about everything there is to explain. We have prepared for the visit with care and have prepared a wonderfully honest and reflective Self Study.

In the Self Study there is a section about Academic Program that essentially outlines and examines our academic program. As I reread this section in preparation for the visit, I was struck by the importance that our school places on reading. Every aspect of our academic day revolves around reading, whether it is a literature class or a math class, each element of the education process depends on reading.

All of us read for work, for pleasure, and for school; even when we drive we are engaged in reading, from the street signs to our speedometer. Without reading, our lives would be extremely different and dependent solely on oral communication, which is clearly less reliable and permanent than reading.

When I watch or listen to children reading or talking about reading, I am always struck by the way in which their imaginations respond to the narrative. Children love story telling and are very lively re-creators of what they read or here. For them, reading touches their imaginations and allows for the free-flow of ideas, of images and of worlds other than their own.

However, I think that this is true for adults as well. This fall I began reading Australian fiction. Since I had visited Australia this summer, I thought that it would be interesting to read some of their leading writers. I did, and in fact, I was so taken with the writing that I read six books within two months. What I realized through reading novels by Tim Winton, Favel Parrett and David Malouf, is that I was transported back into a landscape that I had only experienced for about ten days; yet the reading experience recreated an entire world of narrative environment that were even more vivid than the actual experience.

The power of reading for adults and children is staggering. We do it so often every day that we sometimes lose sight of how extraordinary an activity it truly is. For all of our students, teacher, parents - in short- for all of us, reading touches upon our minds as something miraculous. Reading recreates experience; creates new worlds; defines the dimensions of our minds and educates our imaginations. What a gift!

Richard Marotta, Ph.D.  
Headmaster



**DATES TO REMEMBER:**

- Mon 10/24 to Wed 10/26 NYSAIS Accreditation Committee Visit
- Wednesday, 10/26 Grades 10-12 Parents College Counseling  
Coffee 10 AM Dining Room
- Friday, October 28: Halloween Parties for Grades PreK-6
- Monday, October 31: Jackson Heights Halloween Parade!
- Friday, November 4: Marking Period 1 Ends
- Monday, November 7: UPK Picture Day
- Thursday, November 10 : Report Cards Distributed
- Friday, November 11: Report Cards Returned
- Wednesday, November 16: Parent/Teacher Conferences
- Thursday, November 17: Nursery Photo Day and "Retakes"

**College Visits Next Week:**

Friday, 28-Oct 9:20am Marist College, NY  
2:00pm Seton Hall University, NJ

**Parents, students, families, teachers, staff come and march with Garden School in the parade!**

**Meet on Mon., October 31st at 4:30 pm at SW corner of 37th Avenue and 89th Street**



**COME OUT AND SUPPORT OUR GRIFFINS TEAMS!!!**

**Garden School Girls Varsity Volleyball 2016 Schedule**

Day	Date	Opponent	Location	Time
Mon.	10/24	BWI	Home	4:15

**Garden School I.S.A.L Middle School Soccer 2016 Schedule**

Day	Date	Opponent	Location	Time
Mon.	10/24	BWI	SUNY Purchase	4:00

**UNITED NATIONS WEEK  
GARDEN CELEBRATES DIVERSITY**

**OCTOBER 24**

UN spokesperson Hanna Gould presentation for grades 7 -12

**OCTOBER 25**

Homeroom UN quiz grades 7-12

**OCTOBER 26**

Come to school in ethnic dress

**NOVEMBER 1**

UN guided trip for grade 8 & ELA students

**NOVEMBER 2**

**Wear UN Blue & white for school wide picture!**





## Upper Division Clubs and Sports with Adviser/Coach Contacts

Club or Activity	Faculty Representative	Contact Email
World Relief Club (NEW!)	Richard Marotta	<a href="mailto:rmarotta@gardenschool.org">rmarotta@gardenschool.org</a>
Art Club	Tiina Prio	<a href="mailto:tprio@gardenschool.org">tprio@gardenschool.org</a>
Diversity Club	Agustin Melara	<a href="mailto:amelara@gardenschool.org">amelara@gardenschool.org</a>
Fitness Club	Flance Dervishi	<a href="mailto:fdervishi@gardenschool.org">fdervishi@gardenschool.org</a>
	Cherie Wangenstein	<a href="mailto:cwangenstein@gardenschool.org">cwangenstein@gardenschool.org</a>
International Club	Agustin Melara	<a href="mailto:amelara@gardenschool.org">amelara@gardenschool.org</a>
	Greig Roselli	<a href="mailto:groselli@gardenschool.org">groselli@gardenschool.org</a>
Japan Club	Tom Heineman	<a href="mailto:theineman@gardenschool.org">theineman@gardenschool.org</a>
	Sarah Blakeley	<a href="mailto:sblakeley@gardenschool.org">sblakeley@gardenschool.org</a>
Pythagorean Club (Math)	Lucien Gherghi	<a href="mailto:lgherghi@gardenschool.org">lgherghi@gardenschool.org</a>
Honor Society	Agustin Melara	<a href="mailto:amelara@gardenschool.org">amelara@gardenschool.org</a>
Key Club	Jim Pigman	<a href="mailto:jpigman@gardenschool.org">jpigman@gardenschool.org</a>
Ham Radio Club (UD only)	John Hale	<a href="mailto:jhale@gardenschool.org">jhale@gardenschool.org</a>
Lego Robotics	Marlene Dapice	<a href="mailto:mschultz@gardenschool.org">mschultz@gardenschool.org</a>
Literary Magazine	Richard Marotta	<a href="mailto:rmarotta@gardenschool.org">rmarotta@gardenschool.org</a>
Middle School Debate	Richard Kruczek	<a href="mailto:rkruczek@gardenschool.org">rkruczek@gardenschool.org</a>
	Phil D'Anna	<a href="mailto:pdanna@gardenschool.org">pdanna@gardenschool.org</a>
High School Debate	Amira Booth-Soifer	<a href="mailto:asoifer@gardenschool.org">asoifer@gardenschool.org</a>
Model United Nations	Sarah Smith-O'Sullivan	<a href="mailto:ssmith@gardenschool.org">ssmith@gardenschool.org</a>
Student Council	Sonia Ambarsom	<a href="mailto:sambarsom@gardenschool.org">sambarsom@gardenschool.org</a>
Yearbook	Richard Marotta	<a href="mailto:rmarotta@gardenschool.org">rmarotta@gardenschool.org</a>
Tech Crew	Richard Marotta	<a href="mailto:rmarotta@gardenschool.org">rmarotta@gardenschool.org</a>
Middle School Soccer	Richard Kruczek	<a href="mailto:rkruczek@gardenschool.org">rkruczek@gardenschool.org</a>
	Flance Dervishi	<a href="mailto:fdervishi@gardenschool.org">fdervishi@gardenschool.org</a>
Varsity Soccer	Gabriel Gomis	<a href="mailto:ggomis@gardenschool.org">ggomis@gardenschool.org</a>
Varsity Volleyball	Flance Dervishi	<a href="mailto:fdervishi@gardenschool.org">fdervishi@gardenschool.org</a>
	Cherie Wangenstein	<a href="mailto:cwangenstein@gardenschool.org">cwangenstein@gardenschool.org</a>

## College Counseling

By: **Lisa Sohmer (Director of College Counseling)**

Hello from Los Angeles! Since my move to California, I have been on an adventure, but each student at Garden is on an adventure, too, filled with excitement and newness and the chance to learn and grow.

Working with Garden's seniors on their college applications from across the country has been a new process -- making good use of e-mail, phone, text, and Skype -- but it is a process that is already working. I have been in touch with juniors, seniors and their parents and I know that our interaction will increase in the coming weeks.

I will visit Garden for the first time this week and next to be part of the NYSAIS visit and to meet with students. Then I will return in November to host the College Night for Juniors where I look forward to introducing my colleague and friend Brad Battaglia. Brad and I have been in touch regularly since he accepted the position at Garden and I know that our communication will continue. Please feel free to be in touch. My e-mails are [LSohmer@gardenschool.org](mailto:LSohmer@gardenschool.org) and [SohmerNYC2LA@gmail.com](mailto:SohmerNYC2LA@gmail.com)



## Parent Teacher Association

By: **Maria D'Amore, PTA Vice-President**

*The Garden School PTA needs your help! Garden School is filled with such beautiful diversity... What better way to celebrate that diversity than with our very own cookbook!*

### **"The Many Flavors of Garden"**

*The cookbook will be available for sale by mid-November - but we need **you** to make it happen! We are requesting a family recipe from each Garden Family/Faculty member! It can be an appetizer, entree or dessert...*

*Please submit your family favorite, along with your child's name/grade & country of origin. Recipe is preferred via email, but please feel free to send in a written recipe with your child!*

*Help us make this happen! Please send us your recipe today!*

The Garden School PTA would like to remind you of some important dates!



- Deadline for recipe submission for the 'Many Flavors of Garden Cookbook' is Oct.31st
  - Halloween Spooktacular is Friday, October 28th - E-mail coming soon!
  - UPK Photo Day is Monday, November 7th
  - Not happy with your photos? Nursery & Re-take day is Thursday, November 17th
  - Garden School PTA is now on Facebook - 'Like' us today: [Facebook.com/GardenSchoolPTA](https://www.facebook.com/GardenSchoolPTA)
- Questions? Ask! E-mail us anytime at: [PTA@GardenSchool.org](mailto:PTA@GardenSchool.org)

We thank you for your past and continued support. We welcome your input. We look forward to a spectacular year.

Contact us with questions and to volunteer your time, vision and

talent. Email: [pta@gardenschool.org](mailto:pta@gardenschool.org)

## Garden Relief for Haiti

By: **Arianna N., Anthony P. and Merna H.**

We were horrified to hear about the devastation that Hurricane Matthew brought to Haiti. It was the most powerful Caribbean storm in more than a decade. The death toll in Haiti reached 1,000, with tens of thousands of people left homeless.

We are collecting clothing items, hygiene products and non-perishable foods to send to Haiti in the main hall. A few local businesses have boxes collecting items to help as well. In addition, we have a GoFundme account to donate money to Haiti. Donations will be accepted for one month. Use this Gofundme link to donate:

<https://www.gofundme.com/GardenHelpforHaiti>



Items will go directly to the Haitian Consulate. Please donate as much as you can AND spread the word. Your gift strengthens our teams' ability to respond around the world and help people during their most desperate time of need.

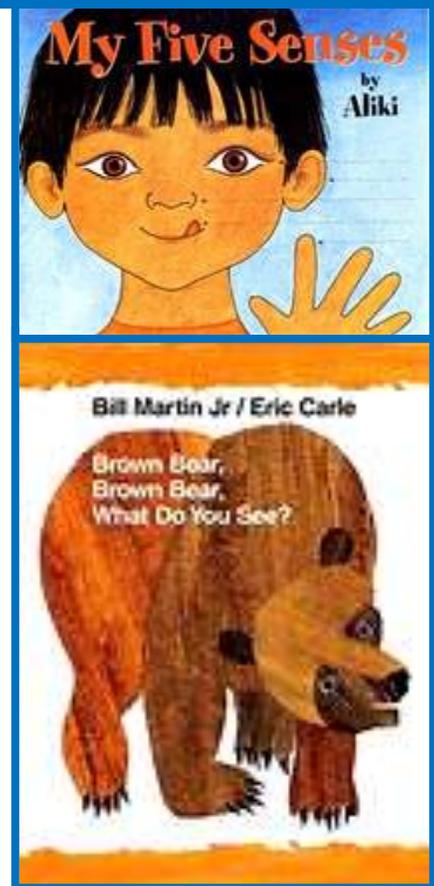


## **Pre-K For All Language Arts**

**By: Christine Vitiello (PKFA Teacher)**

This week we discovered our five senses! We explored the different ways in which we use our five senses, and how they are important in our lives. We became scientists as we learned how to conduct experiments to gather, explore and interpret information and confirm or refute predictions. Our sense of taste was further explored when we sampled sour, sweet, salty and bitter foods. We had fun using our senses of smell and hearing as we tried to guess scents and noises, using only those senses. And we learned how important our senses are for making us aware of our surroundings.

Throughout the next week we will continue to engage in observing the world around us, such as the change of seasons, colors of leaves, smells in the air, and new sounds, using our five senses. We will engage in these activities through interdisciplinary activities which will develop our science skills as well as our sense of self through expressing personal preferences.



## **Nursery - Social Studies**

**By: Carmela Knopf (Nursery Teacher)**

In social studies, the nursery is learning about Fall. We have talked about how the leaves have been changing colors from green to red, yellow, orange and even brown. We have even noticed the changing colors on the Cherry tree in the playground. Some children have picked and brought in acorns they have seen on the ground while walking to school. In cooking, we made edible acorns with vanilla wafers, Kisses, chocolate chips and peanut butter to put it all together. The children also shared their stories of going apple and pumpkin picking. They picked red, yellow and green apples along with orange pumpkins. To decorate our classroom, we made 'Autumn mobiles' with orange pumpkins, brown acorns and red, yellow or green leaves. To reinforce the lesson, we read My Leaf Book by Monica Wellington and Fall Changes by Ellen B. Sensitive. On the Smartboard, we danced to songs about pumpkins, leaves and scarecrows.

## **Pre-Kindergarten and Kindergarten - Social Studies**

**By: Eileen Reyes (Pre-K Teacher, Early Childhood Program, Dean)  
Lauren Yandow (Kindergarten Teacher)**

Pre-K and Kindergarten students are not too young to start learning about safety. Keeping the children safe is our major concern in school. Fire prevention and safety is just one of the safety practices that have been discussed in social studies class. The best way to prevent fires is to teach children how fires happen and why they are so dangerous. The Pre-K and Kindergarten students have been learning fire safety tips such as: never touch matches, candles, stoves, etc., "stop, drop, and roll", stay low and crawl, call 911 in case of emergency...through books, songs, and roll playing. Fire drills are also a major part of our school safety. Instructions on what they should do when that fire bell rings have been given and practiced.





We even had our school fire drill this week. What better way to reinforce these lessons but to visit our local fire house? The Pre-K and K children walked to the fire house on Monday. They had a wonderful time learning important fire safety tips directly from the fire fighters. They got to see exactly what fire fighters look like when dressed in their fire safety clothes with all their equipment on. Each child got a chance to sit in the fire truck as well. The most exciting part of our trip was when the firefighters got an emergency call and one of the trucks needed to leave. We saw the firefighters gear up, jump in the truck and rush out with flashing lights and their siren on!



Thank you to the many chaperones who accompanied us!

### ***Grades 1-3 Physical Education***

***By: Cherie Wangenstein (P.E. Teacher)***

First grade has been running full force into week six. They have been playing so many exciting warm up games as well as tag games that include many animals; bear walk, crab walk, hop like a frog etc. Then they loosen up with some stretches to get the muscles loose and ready to go for the game of the day. These past two weeks the first grade has been focusing on teamwork and the understanding of teamwork and playing fair. Team first grade works as a group to complete a task like color scavenger hunt, one team must collect all their colors that are scattered all over the gym in short amount of time. Or hula hoop chain, all student lock hands and must have the hula hoop travel around the entire circle without unlocking the chain. They have completing these games full of energy and great sportsmanship.

Second and third grade has had a different approach coming into week six. They finished up soccer in September, and high intensity tag games to warm up. Then they perform some static stretching where we focus on flexibility and injury prevention. Our new unit is Newcomb, a ball game played as a variation of volleyball, one must throw the ball and other team must catch on the other side without the ball dropping. We introduce rules and skill set of the game during the first week of the new unit and then we will get into a tournament setting.

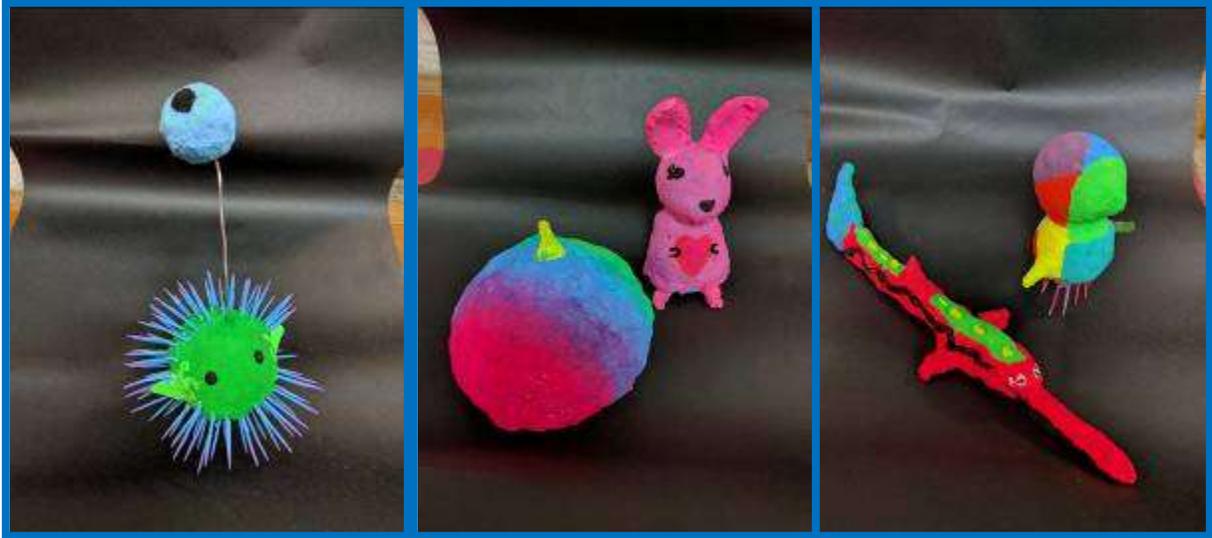
### ***Grade 4, 5 and 6 Fine Arts - Art***

***By: Tiina Prio (Art Teacher - Finearts Department, Chair)***

The fourth, fifth and sixth grade artists have finished their Spanish Heritage Month projects by painting the Alebrijes with fluorescent tempera paint. After applying a base coat onto their animals, they decorated with lines, dots, stripes, flowers, concentric circles and more. I love the phantasmagorical creatures they have created! The Alebrijes were fun to create and will be treasured at home for sure.



The next project will feature works in the style of Alexander Calder and will be made with string, beads and wires of all types. The fourth, fifth and sixth grades will make a decorative, sculptural interpretation of a 'Friendship Quilt'. Each square of the quilt will be personally designed to communicate ideas, experiences and stories. The wire quilts will be displayed throughout the school for everyone to enjoy.

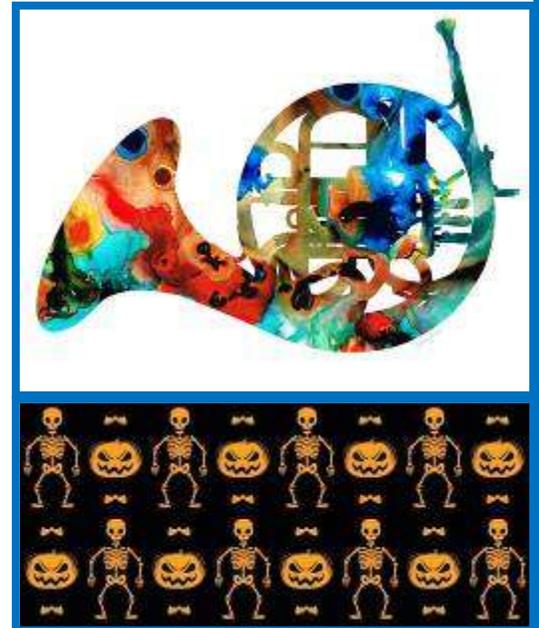


## Grade 4, 5 and 6 Fine Arts - Music

**By: Tom Heineman (Music Teacher)**

Students in recent Fourth through Sixth grade music classes have been trying to discern the specific instruments that appear in a piece of music. After coming up with a list, they are faced with the added challenge of determining when those instruments are and aren't playing. In conjunction with the task, Fourth through Fifth graders had group competitions in which they attempted to identify instruments heard in solo excerpts. It was a spirited exercise!

As Halloween draws near, students will consider music that is related to the day, such as Camille Saint-Saens' orchestral tone poem *Danse Macabre*, or associated with the time of year due to darker elements, like Edvard Grieg's *In the Hall of the Mountain King* from his *Peer Gynt* Suite. Both pieces are programmatic; the music is meant to aurally reflect something visual (in the case of the Grieg piece, it was accompanying a play). *Danse Macabre's* music represents the release of skeletons, ghosts, witches, and bats on Halloween night. Every one of these creatures has their own musical theme, so students will contemplate what type of music and which instruments would be used, and whether the notes would be long or short for each. They will then take educated guesses as to which theme they are hearing while listening to the piece by holding up placards with images depicting each of the above creatures. We will discuss the instrumentation (which changes throughout the piece) and speculate about other aspects of the music: what time it is when the creatures are freed (there's a sound meant to represent clock chimes), what quiet, short notes with separation between them are portraying (footsteps), and the significance of the oboe's rooster call (dawn approaching). Students will conclude the activity by following a teacher-designed map depicting the themes and events that are heard in the music.





## Grade 7 Math

**By: Sarah Blakeley (Mathematics Teacher)**

Students in 7th grade math are wrapping up chapter 2 of the textbook. We refreshed our knowledge of exponents by putting incredibly big and incredibly small numbers into scientific notation. We discussed where in our lives we find scientific notation (it doesn't show up very often but when it does it's very exciting, such as two black holes colliding) and we worked on multiplying and dividing numbers in scientific notation. We also were introduced to square roots and their connection to exponents, as well as how to simplify square roots.

Next week, we will begin preparing for the challenges of next year's Algebra 1 work by reviewing one-step equations then transitioning to two step equations with decimals and integers.

## Grade 8 Mathematics

**By: Lucien Gherghi (Math Teacher, Math Department, Chair)**

The topic on monomials just ended and we will work for next two weeks on polynomials. At the beginning, it is going to be a review of the work the students did in 7th grade. After that, we will see a more complex type of problems when it comes to multiplication and division with polynomials. We will see a very important algorithm for division and applications with geometric problems where addition, multiplication and division of polynomials will be involved.

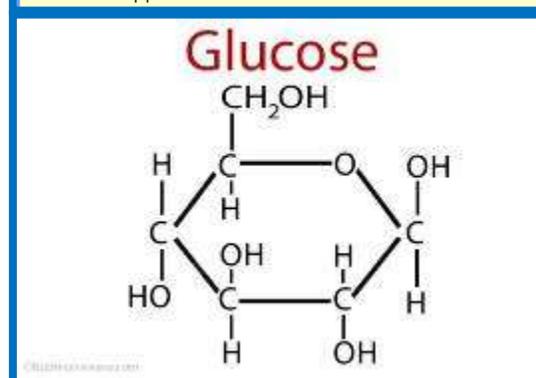
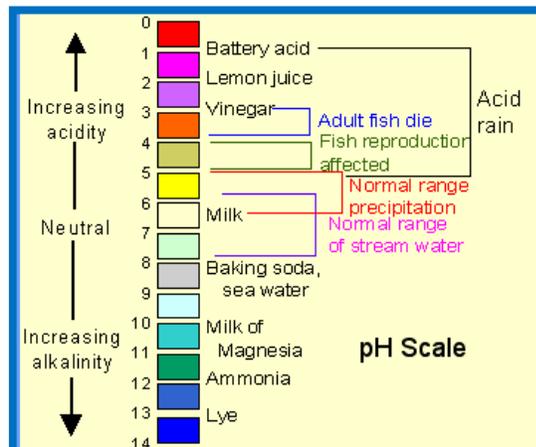
## Grade 9 Science

**By: Lou Albano (Science Teacher)**

Our ninth graders have progressed into a more advanced understanding of life, that is, Biology. The comprehension of scientific terms is the key to success for Biology students. Students are instantaneously immersed into the study of life.

Students were reacquainted with the scientific method, which has been incorporated in most of their past science courses. Students were familiarized with the array of tools and laboratory techniques that biologists use in order to study living things. As in all science labs, proper lab safety protocol was emphasized. Students were familiarized with the significance of chemistry in biology. Atoms, molecules, compounds, and mixtures were part of our discussions. Students were exposed to the complexities of organic and inorganic components that are required to sustain life. The unique properties of water were discussed, and through a "hands-on" activity, a deeper appreciation for water was achieved. We then moved onto the study of organic molecules, such as carbohydrates, proteins, lipids, and nucleic acids. Further investigations included topics on acids, bases, and the pH scale.

The ninth grade Garden students have been working hard in their study of Biology.



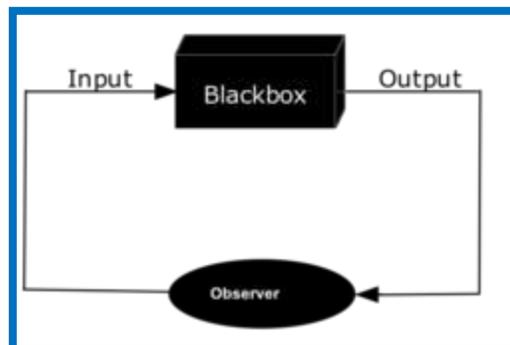


## **Grade 10 Science - Chemistry**

**By: Marlene Dapice (Science Teacher, Science Department, Chair)**

Students are currently studying atomic theory and the scientists who contributed to our understanding of the atom. When Democritus posited the existence of the atom, there was no experimental evidence to back such a claim up. Even when the common subatomic particles were identified and described, scientists were not able to actually visualize them. One can only imagine the challenges involved in the undertaking of such an endeavor.

To that end, students performed a “black box” experiment. In this exercise, students had to discern the location and number of washers strategically positioned within a closed box. Of the five senses available, only their sense of hearing was helpful. It was an enlightening experience which gave students an appreciation of what scientists sometimes go through to elicit answers to questions. Students realized it’s not easy to describe something that you can’t see or touch.



## **Grade 11 and 12 English**

**By: Amira Soifer (English Teacher)**

Both sections of the 11/12th Grade English Elective, American Identity, has thus far been focusing on Puritan mores and their further effect on American development, history and behavior and class and on separation, group bonds, and class disparities, respectively.

First Period American Identity has almost concluded examining *The Scarlet Letter*, for which they’ve researched and enacted a debate about the fairness of the ruling of punishment based on Puritan law for the main character. Students have also written essays discussing the role of guilt in the novel, how female characters are portrayed, and have raised many other fascinating questions, both in writing and through class discussion.

Seventh Period American Identity is immersed in reading *The Outsiders*, discussing the disparities between the two gangs portrayed while incorporating new vocabulary. Students have discussed the issues raised in the book in class, have created an art project displaying the inner lives of the characters, and continue to come up with great ideas while reading through and examining the book.

## **Grade 11 and 12 English - Creative Writing**

**By: Jim Pigman (English Teacher, English Department, Chair)**

Zvi Bar-Kochba graduated from Garden in 1993. His creative writing portfolio was put in the Garden library and maintained for these years. It was unearthed recently and handed to one of the members of the Creative Writing class. That student read Zvi’s stories of his life, his name, his achievements, his aspirations, an important relative. Then the modern student wrote a personal response to Zvi’s essays, commenting on the entire experience of reading work from a former student and what a change in outlook might be noticed.

The next step will be to send the current response to the original author and somehow get the two into a dialogue. The current students were thrilled to get the autobiographical stories and even to have their author pointed out in a class picture from 1992. What will Zvi say when he receives a commentary from his now aged writing? We anticipate startled responses and look forward to writing our own autobiographical essays, all ten of them.



<https://www.gofundme.com/GardenHelpforHaiti>



**GARDEN RELIEF FOR ALL CLUB**

## **GARDEN RELIEF FOR HAITI**

**It is our time to offer HELP TO HAITI!**

Please donate to help Haitians in their time of need. Hundreds of people were killed and thousands displaced after Hurricane Matthew struck Haiti.

Garden Relief for Haiti has several ways to do this:



### **DOLLARS**

- ✓ Donate to the GoFundme account to donate money to Haiti. Donations will be accepted for one month, so please donate as much as you can AND spread the word through social media. The money will go directly to the Haitian Consulate.

Use this Gofundme link to donate 

<https://www.gofundme.com/GardenHelpforHaiti>

### **DONATIONS**

Donate

- ✓ non-perishable food (cans preferred)
- ✓ new or gently used clothing
- ✓ hygiene products (toothbrush, toothpaste, soap, shampoo, etc.)
- ✓ businesses can donate and will be recognized in the Garden newsletter.



IF YOU HAVE ANY QUESTIONS, PLEASE FEEL FREE TO CONTACT EITHER ARIANNA N. OR ANTHONY P. AT: [gardenreliefclub@gmail.com](mailto:gardenreliefclub@gmail.com)