



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 94 Number: XIII

"Cultivating Success in Every Child"

Friday, December 9, 2016



Thoughts for the Week

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



This week, we just concluded our Holiday Boutique, at which our students, particularly our younger students, can shop for gifts for family and friends. Housed in the Library and staffed by parents and members of the PTA, this year's Boutique was a great success. For three days, children went 'shopping' and purchased gifts with great love and excitement. It was a wonderful three days.

As I watched the children purchase small items which were then wrapped by parent volunteers, I began thinking about how much and how often our parents support the school. Earlier this year, parents organized, staffed and supervised Picture Day, which is actually several days. There was an enormous amount of work to be done to

organize pictures for over 500 children! Yet our parents did this with grace and love. Following that was the Halloween Party—another massive undertaking, involving planning, purchasing necessary materials to decorate the Gym and the extraordinary 'haunted house' put together by alumni parents. Next is the Annual Fund, the Valentine's Day activity, the Gala, the Walkathon etc. All this incredible amount of work is done by parent volunteers who give hours of their time to the school, its children and its mission.

All of this illustrates how important parents are to the mission of the school. First and foremost, parents entrust their children to us for seven hours each day. They trust us to protect their children, to educate them and to help them grow into well-developed young people. This is a significant act of trust that parents place in a school and its staff. After this, parents place their energy and trust in helping the school to grow and to enrich the daily life of children with the many activities sponsored by the PTA. The volunteer spirit that our parents exhibit in all of these activities clearly supports the identity, the benevolence and the mission of Garden School.

Independent schools rely on parents to enrich our daily life. Of course, parent support begins with enrollment; however, it is the volunteer and financial support that parents provide that ultimately ensures the school's success. When I think of how supportive our parents are in every aspect of our schools life, I am heartened and sustained by that goodwill, that endorsement and that validation.

Thank you to all our parents.

Richard Marotta, Ph.D.
Headmaster



DATES TO REMEMBER:

- Saturday, December 10: Merit Exam & Open House (9AM – 12PM)
- **Friday, December 16: Winter Show 10:00 AM Gymnasium**
- Friday, December 16: Noon Dismissal – No Afterschool
- Monday, Dec. 19 – Monday, Jan. 2: School Closed for Winter Break
- Tuesday, January 3: Classes Resume
- Thursday, January 12-Thursday, January 19: Upper Division Midterm Exams
- Friday, January, 13: Lower Division Pajama Day
- Monday, January 16: School Closed for Martin Luther King Day
- Friday, January 20: Marking Period 2 Ends
- **Thursday, January 26th, Garden School Annual Meeting, All Parents Invited**
- Thursday, January 26: Report Cards Distributed
- Friday, January 27: Report Cards Returned

Parents! Please check the Lost and Found rack in the main hallway ASAP! Remaining clothing will be donated over the Winter Break



**Come Support your Griffin Teams!
Next Week's Scheduled Games**

Garden School I.S.A.L Varsity Girls Basketball Schedule 2016

Day	Date	Opponent	Location	Time
Mon	12/12	Churchill	AWAY	4:45
WED	12/14	FASNY	HOME	4:00
Thur.	12/15	BRP	HOME	4:15

Garden School I.S.A.L Varsity Boys Basketball Schedule 2016

Day	Date	Opponent	Location	Time
Fri	12/9	BFS	HOME	4:00
WED	12/14	FASNY	HOME	5:15

Garden School I.S.A.L Middle School Girls Basketball Schedule

Day	Date	Opponent	Location	Time
Mon	12/12	Churchill	Away	3:45

Garden School I.S.A.L Junior Varsity Boys Basketball Schedule

Day	Date	Opponent	Location	Time
Thur	12/8	BRP	Home	4:15





GARDEN SCHOOL ANNUAL FUND APPEAL LETTER 2016-'17

September 21, 2016

Dear Garden School Parents,

Welcome back! With school now in session, your family is back in the busy and productive Garden community routine of planned field trips, rekindled friendships, creative projects and homework, and afterschool clubs and sports teams. Perhaps, you as a parent are being reminded about why you chose to enroll your child at Garden School in the first place. I trust that you are inspired again at how Garden School takes seriously the trust you have placed in us, and follows through on its commitment by investing itself fully in the education of your child.

Just as Garden School is investing in your child and family, we need you to invest in the school and right now, the Annual Fund needs your help. As you know, like all independent schools, Garden's tuition does not cover the entire cost of educating your child. Every year, it is standard for a "fundraising" line item to be included in an independent school's budgeted income. Therefore, the school depends on this annual fundraising, and especially the Annual Fund, to support the successful implementation of Garden School's mission.

Last year, this community raised over \$50,000 towards the Annual Fund and we thank you for your support in achieving that milestone. With your help, Garden has continued to improve its educational offerings and its physical plant in ways seen and unseen:

- With the assistance and support of the PTA and the Library Committee, we completed a much-needed renovation of the Library;
- 40 new computers were purchased for the computer room and classrooms;
- A cashless, electronic payment system was installed in the cafeteria;
- Two new commercial refrigerators were purchased for the kitchen;
- Much needed new and more efficient heating boilers were purchased for the main building.

Naturally, we have plans for more program and facility improvements, which is why your participation in the Annual Fund is so critical.

While the size of your donation is important and we encourage you to be generous, our goal is 100% participation within the Garden Community, and we need your help to achieve that goal. Our Board of Trustees has demonstrated its leadership by already achieving that goal with gifts totaling over \$10,000 to the Library renovation, and has set its goals higher for the Annual Fund. In support of Garden School's Mission, and in recognition of the investment and trust you have placed in your child's school, we ask you make a donation now to the Annual Fund and help us reach this goal.

Please join me in celebrating our school and in supporting its mission to educate our students to the highest of academic, social and personal standards.

Please go to www.gardenschool.org/giving for information and to make your donation online. On behalf of all alumni, current and future generations of Garden students, we thank you for your generosity.

Sincerely,

Richard Marotta, Ph.D.
Headmaster
Alumni Parent '00
Current Grandparent '31

Michael Rakosi, '64
President, Board of Trustees

Jean Kinn, Alumni Parent '06
Chair, Annual Fund
Member, Board of Trustees



All family and friends are invited to

The 2016 Winter Show!

NEXT WEEK!

Hey, can you dig it?

Garden School Gymnasium

Friday, December 16, 2016 at 10:00AM

Featuring
Lower Division Students



Far out man.



Pre-K For All Language Arts

By: Hallie Tenenbaum (PKFA Teacher)

Learning about the culture around us is a profound exercise. This month, we've been learning about where we live. The children have been talking about where they live and describing their own households. It's important and valuable for children to learn about other children's cultures and to be exposed to traditions that are different from their own.

In addition to that, in the Garden School we had our own UN Day which was a great success! The children came dressed up in their culture's attire and were able to talk about what they were wearing.

Nursery - Social Studies

By: Carmela Knopf (Nursery Teacher)

Social Studies was the subject of the week in the Nursery classroom. We learned about Hanukkah, Christmas and Kwanzaa.

For Hanukkah, we read *Hanukkah - A counting book by Emily Sper* and made menorahs in cooking. We used a slice of bread, cream cheese, pretzels, raisins and a wafer cookie.

For Christmas, we read *Llama Llama Holiday Drama* by Anna Dewdney and made a Christmas tree puppet.

For Kwanzaa, we read *My First Kwanzaa Book* by Deborah M. Newton Chocolate and colored our own kinara.



The children love to learn about the holidays that appear on our daily calendar. The nursery class wishes everyone a Happy Holiday Season!!

Pre-Kindergarten - Social Studies

By: Eileen Reyes (Pre-K Teacher, Early Childhood Program, Dean)

Being a student here at Garden School gives our students opportunities for interaction with people of different countries and regions. The Pre-K children are taught to appreciate the beliefs and cultures of their classmates. The holiday time in December is a great time to learn about holidays that are celebrated other than their own.

For the past couple of weeks, the boys and girls of Pre-K have been having the opportunity to share the holiday that they celebrate with their teachers and friends. Parents have been assisting their child to present a *holiday show and tell*. Students have been bringing in something that represents their holiday to school to show. This activity gives children practice speaking about a topic they are familiar





with and sharing their experiences and culture. The students were surprised to find many similarities between each holiday. *Hanukkah!* by Roni Schotter, *Celebrating Christmas* by Kimberly Roark, *The Lights of Diwali* by Carol M. Hansen, *It's Ramadan*, *Curious George* by H. A. Rey, Hena Khan and *My First Kwanzaa Book* by Deborah M. Newton Chocolate are some of the books we read.

Kindergarten - Social Studies

By: Lauren Yandow (Kindergarten Teacher)

This week in Kindergarten, we began discussing different holidays celebrated around the world during this time of year. Although most of the children in class celebrate Christmas or Hanukkah, we discussed that there are also many families that celebrate other holidays, or do not celebrate any holidays! We started this unit off with Diwali, or The Festival of Lights, a holiday which originated in India but is now celebrated in many other parts of the world. The students were surprised to hear that there could be families in their neighborhoods that celebrate Diwali and not Christmas or Hanukkah.

Our discussion of Diwali began by learning about the story of Diwali and how it impacted the Indian culture and its people. We also read stories and watched a video about popular family traditions such as what people wear, eat, sing, and some activities families engage in together during the five day celebration.

Making rangoli designs is one of the most popular household activities in which Indian women engage. These designs are typically created using sand or paint on the floor near the entrance of the house, and are said to welcome guests and bring good luck to the family. The students watched a video of a mother and daughter create one of these designs using bold sand colors, and then they had a chance to try making their own rangoli designs using sand, paper, and glue. This activity was a challenging, multi-step activity that required a tremendous amount of focus and precision, however the students were very successful in their first attempts and had so much fun throughout the process! We are excited to continue to learn about other cultures and holidays celebrated by people outside of our families as well as share traditions of our own families!



Grades 1-3 Physical Education

By: Flance Dervishi (Director of Athletics, P.E. Teacher)

This past week, we started our Golf unit in the Physical Education class.

We started with an introduction of the sport and how important it is to concentrate while hitting the ball. During our demonstrations, we showed everyone the difference between two golf clubs, a driver, and a putter, and why each club is used for different types of hitting of the ball. A putter is more accurate and is used to make close or short shots. A driver is used to hit a ball a long way so that it is closer to the hole.





We showed each student the proper way of holding a golf club and the proper way to swing each club. We continued this unit the entire week as the students have been enjoying it and getting better. It's been a pleasure seeing all students challenging themselves.



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 working on their Alexander Calder mobiles and are looking forward to the next artist and project to tackle. Kazimir Malevich is the exciting new artist that the artists will study. Kazimir Severinovich Malevich (1878-1935) was a painter and art theoretician, pioneer of geometric abstract art and originator of an Avant-garde movement.

The artists will use circles because the circle is a perfect shape, meaning that it is the same no matter how you look at it. It is complete and in harmony with nature – consider how many natural elements are circle-based. Furthermore, there are many associations connected to circles. They are fluid, and connected to movement and mobility (think about the wheel). Because circles are part of the natural world –the shape of the moon, flowers, fruit – the object is considered real and represents life.

The Fourth, Fifth and Sixth grade artists will find connections between mathematics and art because they will see patterns, angles and lines of perspective. The intricacies of art can often be described using math. This will be an enjoyable project being that it cannot be pre-planned. The creation will present itself as it is being designed.



With the most primitive means the artist creates something which the most ingenious and efficient technology will never be able to create.

— Kazimir Malevich —

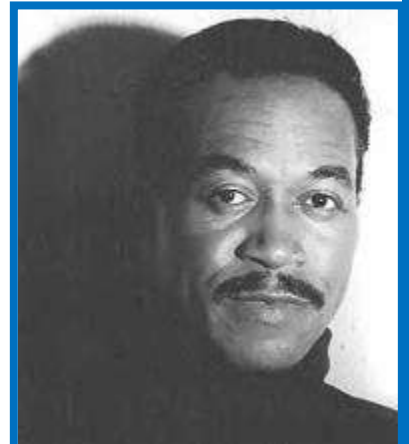
AZ QUOTES

Grade 4, 5 and 6 Fine Arts - Music

By: Tom Heineman (Music Teacher)

Students in 4th through 6th grade are busy rehearsing for their upcoming performance, entitled 'That '70s Show,' Friday of next week. The songs they are singing are reflective of some of the great Popular and Rock and Roll music from the 1970s. The 4th grade are tackling the challenge of singing the Tubes' song 'Haloes,' which has them breaking into two groups during the song to sing independent parts. It's a good exercise in being able to maintain their responsibilities, listening to others, and hearing how the two fit together.

The song 'Scenes From a Night Dream,' by the Progressive Rock band Genesis, is being sung by 5th Graders. The song details the wondrous adventures dreamt up by the long-standing comic-strip character, Little Nemo. The 6th Grade has the challenge of singing the amazing Stevie Wonder-written Soul song, 'It's A Shame.' The singing performance on the track by G.C. Cameron is spellbinding and tough to emulate due to his remarkable range, and another performance in the recording, by Motown house bass player James Jamerson, is every bit as good. The very active Jamerson bass line supports and weaves in and out of the singing while establishing the great groove in this tune. Additionally, the song is laden with emotion, which is really what made much of the finest 1970s music so compelling.



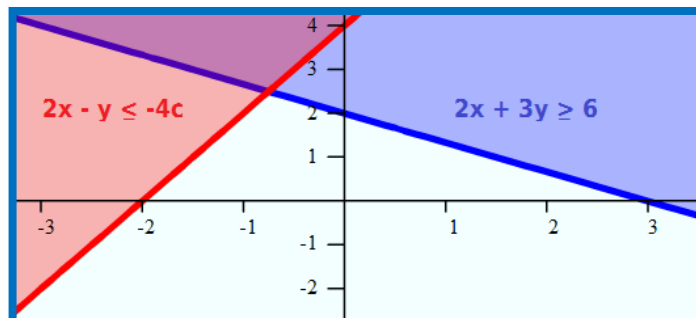


Grade 7 Math

By: Sarah Blakeley (Mathematics Teacher)

This week we are finishing inequalities. For math lovers, inequalities are awful. Everyone has been struggling with the fact that you can't solve inequalities in the traditional sense, you can only simplify until you can say all the numbers x can't be. You don't know what it is, and you have to live with that uncertainty for the rest of your life.

The thing everyone is enjoying about inequalities how to graph them. 7th grade 7th period is in the process of learning how weird number lines can look when you fit two inequalities on one graph. We will be finishing inequalities next week. After winter break we will be embarking on serious algebra, and preparing ourselves for the midterms.



Grade 8 Mathematics

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

For Algebra 1, 8th grade, we started solving word problems. Now is the time to translate words into variables and equations. The problems we will solve are of many different types: number problems, motion problems, coin problems, percentage problems, mixture problems. There will also be problems to be solved by using first degree inequalities.

Grade 9 Science (Rescheduled for Next Week)

Grade 10 Science - Chemistry

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

Students in chemistry are currently studying ions, their formation, and how they relate to the formation of ionic compounds. An understanding of the periodic table of the elements and its usefulness in determining the charges on ions formed by the representative elements is important.

To assist in the grasping of how ions form, students have been referred back to electron configurations and orbital notations previously learned. By diagramming ion formation in these ways, the losing or gaining of electrons by atoms can be visualized and the resulting completion of outer energy levels more easily understood. In a similar manner, the formation of ionic compounds can also be visualized. As the class progresses, ions of transition metals and polyatomic ions will be introduced. The use of Lewis dot diagrams will assist students in comprehending the formation of more complex compounds. Before long, students will make the connection between compound formation and chemical formulas.

	1A	2A	3A	4A	5A	6A	7A	8A
n	H 1							He 2
1								
2	Li 3	Be 4	B 5	C 6	N 7	O 8	F 9	Ne 10
3	Na 11	Mg 12	Al 13	Si 14	P 15	S 16	Cl 17	Ar 18



Grade 11 and 12 English

By: Amira Soifer (English Teacher)

The 11/12th Grade English Elective, American Identity, has been focusing, in its two sections, on the way in which social class is thought of and how notions of the treatment of different classes have changed over time and are beginning to focus on how immigration contributes to different American identities and on heroism, particular class disparities, and conflict, respectively.

First Period American Identity recently finished reading F. Scott Fitzgerald's novella "May Day," which focuses on New York in the aftermath of World War I, on the brink of the roaring '20s/the jazz age (a term-- and a lifestyle-- which F. Scott Fitzgerald is credited with popularizing). While reading through this novella, students discussed the ambiguity of a story in which there is neither a clear protagonist or a clear antagonist, lending complexity to what might at first glance seem like a simple story. Students also extensively discussed and researched the way that different classes and races are portrayed within the novel, making clear some widely held opinions and customs of the late 1910s/early 1920s. Students then wrote papers on topics ranging from the social disparity-- and criticism thereof-- made clear in the novella, as well as the growing complexity of the way female characters are portrayed. Since finishing this novella last week, students have begun reading Jhumpa Lahiri's novel "The Namesake" and have begun to discuss the topics of immigration and assimilation that appear throughout the novel. Students are currently finishing up an in-class debate about the state of the arranged marriage at the center of the novel.



Seventh Period American Identity continues to be 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 discussed the notion of heroism-- what being a hero truly means, how it is portrayed in the novel, and how-- or whether-- it occurs in everyday life. Students have discussed the motivations behind disparate groups fighting or bridging gaps that keep them apart to form mutual understanding. Students have recently begun an art project combining catchy newspaper headlines with the characters in the novel.

Grade 11 and 12 English - Creative Writing

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

In October, students and faculty visited the Whitney Museum in Manhattan. Students were asked to compose essays about their experiences and the Portraits in the main exhibit. After careful evaluation by the English teachers, the following students' essays were awarded prizes:

First Place Kyle Campbell 2017

Second Place Lea Marie Medina 2018

Third Place Jasmine Petrov 2018

Fourth Place Aneesh Didwania 2018

Honorable Mention: Patrick Zheng 2019, Eldin Klapija 2017, Zarin Mim 2018, Tasmi Sheikh 2017.