



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XIX

"Cultivating Success in Every Child"

Friday, February 12, 2016



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



One of the most interesting developments in early childhood education took place in Italy after the end of World War II. In a town in Emilia Romagna, a group of educators led by Loris Malaguzzi, developed and designed an early childhood program now known as Reggio Emilia. Building on the work of earlier educators, while both accepting and rejecting some of these earlier ideas, Malaguzzi created a program that used "relationship-driven learning environments" as its basic tenet.

In an article for the NYAEYU, Mary Ann Biermeier examines how these ideas have spread throughout the early childhood community and have in part or in whole been adapted, modified and made a part of a number of early educational structures.

The idea of group-cooperative or group-shared learning can have a profound effect on an early childhood curriculum since it works with the idea the collaborative learning and actually corresponds with the development of the child's mind during these early stages of development. Instead of the Piagetian idea that development is "largely internal", the Reggio Emilia approach is that development is primarily communal. Now this, of course, comes from the first practice of this program in a small town, which actually became a part of the learning environment.

As we move into our Character Education Program value of inclusiveness, it is interesting to note that among the characteristics and strengths of this program are fostering self-identity, forming respectful relationships, supporting collaborative learning experiences and engaging in discovery and investigation (Biermeier, p. 78). Of course these are values that are a part of many early childhood programs, including our own at Garden. Indeed, these same values can be and should be part of all school programs including right to the end of high school.

We know that the importance of identity has value in developing a learner's 'ownership' of ideas. Respectful relationships enhance the quality of communication in our lives and work. Collaboration is something we do every day in our professional lives. And finally, investigation and discovery are the driving forces behind our primordial human impulse to learn and create. Our role as educators and learners revolves around the idea of our openness to experience and to being able to take from the collective world of learning those things that advance our mission to teach and learn together.

Have a wonderful winter break and see you all on the 22nd of February.

**2016 -'17 REENROLLMENT AGREEMENTS WITH DEPOSITS WERE DUE FEBRUARY 1.
A NUMBER OF CLASSES HAVE MULTIPLE NEW APPLICATIONS AND CURRENT STUDENTS
ARE IN DANGER OF LOSING THEIR PLACE AT GARDEN.
PLEASE CONTACT THE SCHOOL OFFICE IF YOU NEED MORE TIME.**



DATES TO REMEMBER:

- Monday, February 15-Friday, February 19: School Closed for February Break
- Monday, February 22 : Classes Resume
- Friday, March 4th: **Gala Kickoff Wine Tasting!** 
- Thursday, March 11: International Night
- Thursday, March 24-Friday, April 1: School Closed for Spring Break
- Monday, April 4: Classes Resume

Garden School Parent Survey

Thank you to those current core program parents who have already been online and completed the Garden School Parent Survey. We want ALL current core program parents to complete the survey as soon as possible.

Here is the link again: <https://www.surveymonkey.com/r/L68VR9G>

Thank you for your feedback and helping to improve our school.

Extra Help Schedule

Student success is a priority at Garden School for teachers, parents and students. Garden School teachers are available to offer extra help to students and students are encourage to make use of this opportunity to ask questions. Parents can support their students by reminding them that help is available and to seek it out.

Lower Division teachers are available every afternoon from 3:00-3:30pm. Upper Division teachers follow the schedule below:

Faculty	Room	Monday	Tuesday	Wednesday	Thursday	Friday
Mr. Albano	Room 6	3:00-3:30pm	3:00-3:30pm	3:00-3:30pm	3:00-3:30pm	3:00-3:30pm
Ms Ambarsom	Room 28	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm	NA	2:45-3:30pm
Mrs. Dapice	Lab	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm	NA	NA
Mrs. Elkind	Room 25	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm	NA	2:45-3:30pm
Mr. Gherghi	Room 26	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm
Mr. Gomis	Room 22	2:45-3:30pm	NA	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm
Mr. Grusky	Room 33	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm	2:45-3:30pm
Mr. Hale	Room 30	2:45-3:30pm	NA	2:45-3:30pm	NA	2:45-3:30pm
Mr. Kruczek	Room 21	7:45-8:15am	7:45-8:15am	7:45-8:15am	7:45-8:15am	7:45-8:15am
Mrs. Massand	Room 28	3:00-3:30	3:00-3:30	3:00-3:30	3:00-3:30	3:00-3:30
Mr. Melara	Room 24	3:00-3:30pm	NA	3:00-3:30pm	3:00-3:30pm	NA
Mrs. Smith-O'Sullivan	Room 27	7:30-8:00am	7:30-8:00am	7:30-8:00am	7:30-8:00am	7:30-8:00am
Mr. Pigman	Room 23	2:45-3:30pm	NA	NA	2:45-3:30pm	2:45-3:30pm
Ms Sangiovanni	Room 6	3:00-3:30pm	3:00-3:30	NA	NA	7:45-8:15am



PLEASE “save the date”. Join us to kick off the 2016 Gala with a **Wine Tasting** evening on **Friday, March 4th**.

Share a glass of wine with the Garden Community, parents, alumni, administration, faculty and staff as well as Friends of Garden School.

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

Planning for the 2016 Garden School Gala is in full swing. Join Us!
We meet every Friday at 8:30 AM in the Library and Tuesday evenings at 6:30 in the Library.



Congratulations to our 2016 Garden Gala Honorees



Garden School Science & Technology Initiatives

Arthur Gruen, Class of 1966 and former President, Garden School Board of Trustees

Michele Beaudoin, Beaudoin Realty Group

Help us accomplish our fundraising goal by making a donation to our Auction or taking an advertisement in our Journal. Garden School is a Not for Profit 501(c)3 organization, Tax ID: 111631783. Families, alumni and friends will join in celebrating the extraordinary achievements of Garden School. All of the auction lots are donated to the school by generous businesses and members of our school community. Please contact us at gala@gardenschool.org to make arrangements or call us at (718) 335-6363. Please use our auction form and letter, found on our website www.gardenschool.org/gala. All donations will benefit Garden School and its students and are tax-deductible as allowed by law. Donations need to be received by March 18th, 2016.

2016 Garden School Gala Raffle!

They say that “diamonds are a girl’s best friend” and do we have diamonds for you!

The 2016 Garden School Gala will be raffling this beautiful 2 carat weight diamond necklace with a 14k white gold chain. We are grateful to Niza Centurion Polak, owner of [Style Gem](http://StyleGem.com), for the donation Niza is the aunt of Valentina M., class of '16.

Take a chance on this lovely piece. The raffle is limited to 100 tickets at \$100 each. Not bad odds! Tickets will go on sale on Monday, February 22 and, if there are any remaining, will be available at our Gala Kickoff Wine Tasting on Friday, March 4th. Tickets will also be available at the Gala. For more information or to purchase a ticket, email us at gala@gardenschool.org.



Thank you and we look forward to you joining the celebration on April 8th.



Prek for All

By: Lily Morales (PKFA Teacher, Room 6)

The thematic unit for the month of February was "Lights" Students learned how lights helps us in our home and community. They identified that there are many different types of lights around us that are used for different purposes. They began to understand the concept that light helps us to see, grow plants and stay warm.



We also incorporated the celebration of the Chinese New Year to identify how lights are used during this cultural celebration. Students read, *Bringing in the New Year* by Grace Lin. After listening to the story, students were able to identify different ways that people welcome their New Year. They saw how they used lights such as fireworks and lanterns to welcome their new year. Students ended the day by having a Chinese New Year Parade at school to show off their masks and lanterns that they created at home and school. Everyone had lot of fun during this celebration!

Early Childhood

Nursery - Math

By: Carmela Knopf (Nursery Teacher)

Nursery loves doing math especially in cooking class. This week, we made "lovebug" cookies for Valentine's Day. The recipe called for many different ingredients. Each child counted as they made their cookies. They used 1 sugar cookie, 2 mini M&M's for the eyes, 1 chocolate chip for the nose and 2 veggie sticks for antennae. We counted the plates and doilies together as a group. They not only had a fun time making them, but were excited to take them home to show their families their creativity! We also read *10 Valentine Friends* by Janet Schulman, a holiday counting book.



Pre-Kindergarten - Math

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

The Pre-K students have been enjoying measuring activities using the Smart Board. These activities included measuring with buttons, children, and coins. This was a prequel to measuring with manipulatives. Much fun was had when the children began measuring things using their feet, blocks, pipe cleaners, paper clips, etc. New vocabulary was introduced as the students compared the objects measured. Big/small, more/less, tall/short, long/short were some of the comparisons that were made. Small, medium, and large was another way measured objects were compared. Various versions of *The Three Bears* were read this week to help reinforce these concepts. Pictures of various sizes were colored, cut, and glued as a follow up. We will continue our measuring activities at appropriate times as we practice the process. We read *Measuring Penny* by Loreen Leedy and *Inch by Inch* by Leo Lionni.

Kindergarten - Math

By: Kristen Ahlfeld (Kindergarten Teacher)

February is another busy month in kindergarten. Our social studies curriculum leads us through several special celebrations this month including Valentines' Day, Chinese New year, Abraham Lincoln and George Washington's birthdays'. In connection with Presidents' Day, the focus in math has been learning about money. Understanding monetary values using coin representation can be challenging. The first step in this process is to recognize the differences among coins. The children are exploring with play money as they learn to identify values of American money by sorting coins by sizes, colors and values. Through smart board activities they are also enjoying interactive games that help them to manipulate and classify attributes of coins. At a young age the children understand the value that money holds in our society. This week's Bake Sale gave us as a real world experience to practice using real money.



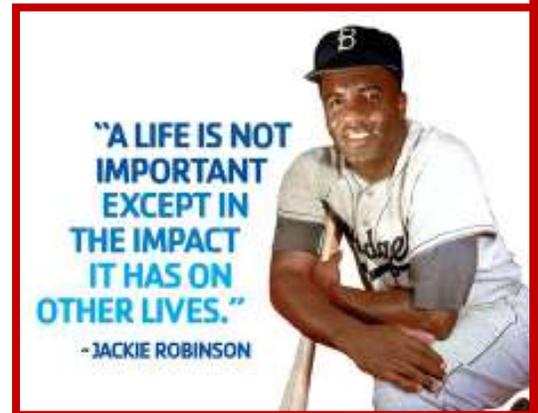
Elementary

First, Second, and Third Grade - Language Arts

By Jacquelyn Renner, Paula James, and Nilla Ingravallo

This quarter, the Garden School community is focusing on the character quality of inclusion. The first, second, and third grade cluster have been discussing what inclusiveness and fairness mean. To further their understanding of these concepts as well as enhance their knowledge of our country's history, the students studied Jackie Robinson through class lessons and by attending a performance this Wednesday entitled "The Jackie Robinson Story."

Fairness is a concept first grade is quite familiar with. They quickly recognized that it was not fair to exclude baseball players based on skin color while reading an article about Jackie Robinson. They also made connections between Jackie Robinson and Martin Luther King Jr. Their ability to remain peaceful and make changes without violence was what stuck with the class. After reading, each student completed a baseball card with facts about Jackie Robinson: when and where he was born, what team he played for, and why he is famous. The responses included being a great baseball player, being the first African American to play Major League Baseball and having his number retired throughout the major league.



The second grade students enjoyed watching the performers teach us more about Jackie Robinson and bring some of the details to life. In our Language Arts class, we continued to build skills working with asking and telling sentences and adding correct punctuation. The class broke out into two groups were given sentences that were about the life and history of Jackie Robinson. The children were asked to identify whether the sentence was asking a question or making a statement. Once completed, the students put the sentences into chronological order. They were able to call on prior knowledge as well as check the information using the Jackie Robinson, American Hero, text we had been reading. Finally, the children worked independently to add correct punctuation to the sentences, and then had the opportunity to share their work with the class.

The third graders began this unit by brainstorming what inclusiveness meant to them. This discussion led to several lessons about segregation, the Civil Rights Movement, and Jackie Robinson. The students activated their prior knowledge about this time period in history; they recalled individuals such as Martin Luther King, Jr. and Rosa Parks and their role in ending segregation. They then studied Jackie Robinson and the part he played in the Civil Rights Movement. Informational texts and videos helped the students learn about his life and his character. At the end of this unit, the third graders reflected on Jackie Robinson's importance in history. The students wrote paragraphs and essays explaining why Robinson is a significant figure; they included biographical information, historical details, and evidence to support their main idea that Jackie Robinson is an important historical figure. The third graders also designed commemorative stamps to honor Jackie Robinson.



Fourth Grade - Science

By: John Hale (Science Teacher)

Last week, the fourth grade science class went on a joint field trip with the art class to the Hudson River Museum, which was formerly known as the Yonkers Museum of Science and the Arts. They were led on a guided tour of the art museum and learned about portraits and the different types and materials used to make portraits. Some highlights of the tour were the Women & War Portraits: 1943-1945 and the portraits of the Tallmadge family. The students also toured the Glenview Mansion, a house built in 1877, once the home of one John Bond Trevor. The house contains six period rooms displaying furniture and decor from that era. Then they were treated to a show in the [Andrus Planetarium](#), the only public planetarium in Westchester County, where they learned about the different constellations in the night sky.

Fifth Grade - Science

By: Marlene Dapice (Science Teacher)

The fifth graders have been quite busy. The unit on plants culminated in their taking home the plants they germinated from seeds. They were successful in growing barley and corn, both examples of monocots (embryos with one cotyledon), as well as alfalfa, mung beans, bush beans, and Alaska green peas, all dicots (embryos with two cotyledons). Students were required to keep a log of their daily observations. By doing so, they were able to detect the changes that occurred as their plants grew and gained an appreciation of how scientists use one or more of their five senses to gather data.



Our unit on Earth science began by students making their own hydrometers, which they then used to compare the specific gravity of salt water to fresh water. They next performed an experiment wherein they floated water on water. Each layer of water had a different salt concentration and temperature, and was either left colorless or colored blue or red. Each group was successful in layering their water samples. This led to a discussion of density and why some objects are able to float on water while others sink. Finally, the students created clouds in petri dishes, using nothing more than ice and warm water. It was observed that clouds did not form in dishes that contained no moisture.



Sixth Grade - Science

By: John Hale (Science Teacher)

The 6th grade science class is in transition. This week they finished their investigation of Natural Resources and they will start their research in Physical Science after the break. Students will perform an investigation of the physical properties of matter. They will measure the mass of matter with triple beam balances and the volume using graduated cylinders. Combining their measurements together they will calculate the density of different materials and use these properties to sort different materials.



Middle School

Seventh Grade - World Languages

Agustín Melara (Chair, World Languages Department)

Seventh graders continue to expand their knowledge of Spanish through the acquisition of practical vocabulary. Most recently, they learned to make references related the weather by correctly using the verb *Hacer* plus a corresponding noun. For example, to say: "It is cold," they used "*Hace frío.*" Inversely, to say: "It is warm," they used "*Hace calor.*" In addition to weather expressions, students also learned the four seasons in Spanish, which allows them to say what the weather is like during any given season, as in the following example: "*Hace sol en el verano*" ("It is sunny in the Summer"). Upon returning from the break, they will learn possessive adjectives in order to express ownership.

Eighth Grade - World Languages

Gabriel Gomis (World Languages Teacher)

We covered the reflexive verbs and the chores in French class this past two weeks. Students are able to talk about their daily routines since most of these verbs relate to personal care. Also, we listed the chores that the students might have to do around the house. Students have extensively practiced their oral skill using the reflexive verbs, the chores, and the household appliances. Each of them have repeatedly talked about their routine from dawn to dusk.

High School

Grade 9 and 10- Physical Education

By: Flance Dervishi (Chair, Physical Education Department)

We are in our final week of our badminton unit with our 9th and 10th graders. We have finished our regular season games. We play to 7 points allowing everyone a chance to stay focused and play two or three games every class. We have completed our singles tournament bracket and crowned a champion in both grades as you can see from the pictures (right). Matthew (9th grade) and Arianna (10th grade) will both receive a mini Madison Square Garden as a prize. When we get back from February break, we will start our doubles tournament; everyone has been working well with their teammates and their skills are improving along the way. It's going to be a very competitive match in the Gymnasium.



Science - AP Biology

By: Marlene Dapice (Science Teacher)

The students in AP Biology continue to work hard. They are currently performing a lab experiment dealing with the effect of pheromones on two different mating strains of yeast.

During the guided activity, they observed the *a-strain* and *α-strain* separately to observe haploid cells and budding. They next combined both strains and observed the effect of the pheromones on the formation of shmoos, a pear-shaped structure formed when the chemical signal is received by yeast cells of the opposite mating type.



Next on the agenda is to design an experiment to determine whether the yeast cells must be in direct contact with one another for the pheromones to work or if the pheromones are able to diffuse through an agar medium in a petri dish. Time, patience, and the ability to utilize proper sterile technique are all critical to the successful outcome of this lab. Keep up the good work...all hail the shmoos!

Grade 11 - AP US History

By: Richard Kruczek, (History Teacher)

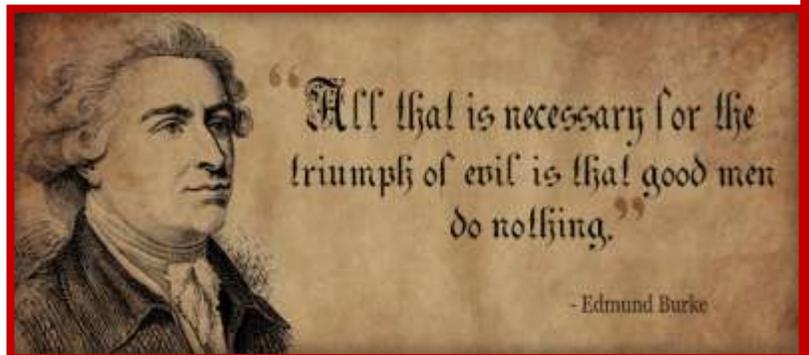
In the AP US History class, we're discussing the rapid changes that forever altered the American landscape from 1865-1900. The plight of the worker, the plight of the farmer, and the rise of urban America as we know it are all in play. The students were very engaged when we talked about the rise of urban America, fueled by immigrants from Eastern and Southern Europe. It's a time that boggles our minds, because of how non-inclusive it was. From anti-Catholic and anti-Jewish sentiment, to the Chinese Exclusion Act of 1882, it's hard to wrap our heads around what living back then must have felt like. As we at Garden celebrate Inclusiveness as part of our Character Education Program, this section couldn't have come at a finer time.

Grade 12 - Political Philosophy

By: Richard Grusky, (History Teacher)

The Senior Class completes its social studies requirement in the twelfth year. Economics, both micro and macro, engage some of the seniors. The remainder of the program is in Political Philosophy.

The first semester involved a study of original sources from Plato to Edmund Burke. The second semester deals primarily with the dialect from Kant through Marx, Nietzsche and Hitler. This last year is the refinement year, after three years of history.



Grade 12 - Economics

By: Richard Kruczek, (History Teacher)

In Economics, we're learning of how a dollar inflates as it winds its circuitous way from the Federal Reserve to our local banks. The reserve requirement - which sets just how inflated said dollar becomes - is a focal point. It really brings the enormity of our economic system back to a place where the students can truly appreciate its effects: Main Street.



Class of '17 College Night

At College Night on Wednesday, the panel of admissions professionals outlined the college process and prepared the class of 2017 to begin the college search.

We thank our guest speakers for participating in the program: Jessica Kowalewski Dietrich, Sr. Regional Director of Admissions at Ithaca College; Clare Norton, University Director of Admission at The City University of New York (CUNY); Patricia Peek, Ph.D., Director of Admission of Fordham University and Rebecca Bish-Cornelissen, Education Counselor for the Massachusetts Institute of Technology (MIT) & Garden School Parent



Barclays Center Athletics Trip

By: Flance Dervishi, (Physical Education Teacher, Director of Athletics)

On Friday, February 5th, members of our Middle School and Varsity basketball teams went to the Barclays Center in Brooklyn.

The day began with a bus ride to the Barclays center. When the group arrived the varsity boys team suited up for their game against BWL. Before the game, the players' names were announced on the loudspeaker as they ran to the center of the court as if it were an official NBA game. In the last few seconds of the game, the two seniors on the team, Cesar C. '16 and Zachary L. '16, scored four points to end their high school careers.

After an eventful game, it was time for both the girls varsity and middle school teams to scrimmage together. The teams were made up of a combination of members of both the varsity girls and middle school teams. The blue team was led by two varsity girls, Mirabella C. '18 and Jasmine P. '18 while the captains of the white team were Cheyenne R. '16 and Jade R. '17. After the games, the group dined at Applebee's. (See photos next page...)



Barclays Center Athletics Trip

