



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XXV

"Cultivating Success in Every Child"

Friday, April 15, 2016



## Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



I have often thought that one of the most important and difficult goals to achieve in an educational setting is the stimulation of the creative impulse in each child. Children learn in very different ways, which certainly reflects the multiple areas of learning in our world. To be a learner in our modern global world means that one is faced with the daunting task of experiencing types of information and types of processes that change every day. We have almost shifted our focus from learning specific areas to learning how to learn.

Within this complexity, however, rests the idea of discovery and creativity. Our students face an enormous body of information today that strains the idea of educational capacities. Knowledge, information and perspective move across our 'screens' with incredible speed. To assume mastery of available knowledge clearly remains an impossibility.

However, developing a sense of discovery and creativity can enhance our ability to learn how to learn about this developing fund of knowledge and information. If we can't alter the quantity of the learning, we can develop the approach that we take and therefore augment our ability to manipulate and extrapolate from that body of material. Developing our ability to focus on the discoverable will, in my view, enhances our overall approach to learning. If we can use our creative understanding to confront the increase in the body of learning, then we will have produced the 'educated imagination' (Frye) that we need to face the challenges of our new world of learning.

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Save the Date for this year's Walk-a-thon on May 12th!  
Watch last year's video! <https://youtu.be/UuDXdKD2wVY>

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**Summer Camp Registration Now Open!**

**Summer Registration**



**DATES TO REMEMBER:**

- Thursday, April 21 : Poetry Trip to St. John The Divine for Grades 9-12
- Monday, April 25 : College Fair for Juniors at UNIS
- Monday, April 25-Wednesday, April 27 : Williamsburg, VA Trip for Grades 5 & 6
- Friday, April 29 : Pretzel Sale for Key Club
- Monday, May 2 : Celebrate Universal Reply Date in your college gear!
- Tuesday, May 3-Tuesday, May, 10 : AP Exams
- Thursday, May 12 : Walk-A-Thon

## Garden School Pre-Season Summer Program

for children 1.5 to 13 years of age

June 13-June 24

9 AM to 3 PM

With Mrs. Reyes

\$100 per day or \$400 per week

(check payable to Garden School with completed Application)

After School available until 6 PM

- 
- Sporting activities in the Gymnasium and on the Field
  - Arts and crafts in the Art Studio
  - Children should wear sneakers & play clothes
  - Sprinklers/Pool may be used. Please send appropriate swim clothes and a towel
  - Bring brown-bag lunch with name on bag
  - Nursery, Pre-K & K students must have change of clothes & a towel for nap
  - Drop-off & pick-up via 79th Street entrance (Front of School)
  - Limited Bus Service available @ \$125 per week
- 

Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

Dates Attending \_\_\_\_\_

Emergency Contact Person & Phone Number  
\_\_\_\_\_

Parent's Signature \_\_\_\_\_

Phone Number \_\_\_\_\_

**Return completed form and payment by Friday, May 27, 2016**



## College Counseling

**By: Lisa Sohmer (Director of College Counseling, Upper Division Coordinator)**

April is a busy month for Garden's 11th and 12th graders.

Juniors are completing their college conferences and getting ready to attend the spring college fair that we will sponsor with Friends Seminary, Loyola School, Marymount School, Regis HS and the United Nations International School on April 25.

Seniors are continuing to receive letters and e-mails from colleges and are finalizing their plans in anticipation of May 1. That's "universal reply day" -- the deadline for college enrollment.

Garden School will celebrate the Class of 2016 and its success in the college process on Monday, May 2 when everyone (especially the Class of 2016!) is invited to wear college gear to school.

## Garden School Pre-K For All Program

**By: Miguel Ortiz (PKFA Teacher)**

In April, Pre K For All has been covering the unit of plants. This unit gives the children an opportunity to observe the stages of a plant as it grows from a seed.

There are many ways to incorporate math throughout this unit. As the plants in the class begin to grow, children will be asked to measure the height of individual plants and compare them to the height of other plants in the class. Children have also been encouraged to create different types of flowers and plants of their own choice. When making the flowers, teachers draw their attention to the details they have included in their work. This includes asking questions such as "How many parts does your plant have?", "How many petals does your flower have?", and/or "How many flowers are in your garden?". Math is also incorporated in this unit when helping students take care of their plants. Children measure the amount of water they give the plants and begin to understand that plants don't do well with too much or too little water.

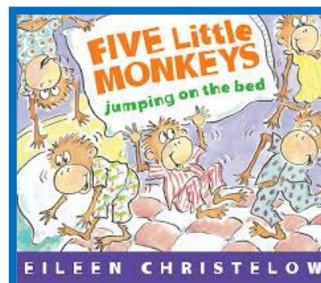


## Early Childhood

### Nursery - Math

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

Nursery has been working on math skills across the curriculum. In music, they've been singing counting songs, like *5 Little Ducks*, *This Old Man*, and *Sallie the Camel* just to name a few. In Mandarin, they have been counting from 1 to 10. Using the smart board, we sang along with the nursery rhymes we learned about. We've also been reading different stories with the 5 little monkeys baking a birthday cake and jumping on the bed. As a follow up activity, we made books to take home and read to our families.



### **NOTE: Ms. Knopf is Marching for Babies!**

Every day, thousands of babies are born too soon, too small and often very sick. I'm walking in May for Babies and my own, Cristina Rose, because I want to do something about this. And I need your help. Please support my walk. Making a secure donation is easy: just [click here to donate](#). Thank you for helping me give all babies a healthy start!





## Pre-Kindergarten - Math

**By: Eileen Reyes (PK Head Teacher, Dean of Early Childhood Program)**

Learning to count is an exciting accomplishment for the Pre-K students. Most students will proudly recite numbers in order, feeling very accomplished when they can count higher and higher. Reciting numbers leads the way to counting with one to one correspondence, understanding quantity, adding, subtracting, and more. Number stories are read during circle time, number games are played during center time, and addition, subtraction, and counting for a purpose is done just about any time, every day. Providing the children with the proper vocabulary help them build number knowledge and number sense during their explorations each day which are essential components of early math skills. We read *Number Tales* by Judy Nayer and *Chicka Chicka 1,2,3* by Bill Martin and Michael Sampson. We played two math games, *Top It* and *Carrots for the Rabbit* during center time this week.

## Kindergarten - Math

**By: Kristen Ahlfeld (Kindergarten Head Teacher)**

Counting is the foundation of basic math skills. After students learn to count by 1's, they are introduced to counting with larger numbers. This can help them learn many other math skills such as multiplication.

Math this week has been focusing on skip counting by 2's. We have been using many different manipulatives to master this skill. Beginning with the human body we have counted our appendages, eyes, ears etc. We moved outside to literally skip and count by 2's in the field on a hopscotch board. Outside, we also drew a world map with chalk, and the children enjoyed partnering up to place animals by 2's into their respective indigenous continents. The children are learning to develop mental math skills in a variety of hands-on approaches.

## Elementary

### First Grade - Language Arts

**By: Jackie Renner (First Grade Teacher)**

Community helpers are an important part of the First Grade Social Studies curriculum. This concept helps to reinforce the ongoing idea that our classroom community works together.

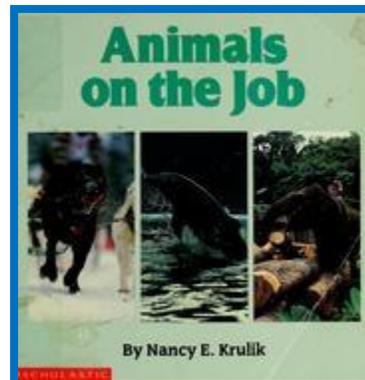
The students saw how that is possible through a group activity focused on the outside community. Each group was given a community helper which they set in the middle of their web. Surrounding branches of the web were filled with workers whose job are necessary for the community helper to complete his job. Each group brainstormed many related jobs such as, for the chef, a farmer, delivery man, repair man and waiter the support him. The web shows not only who is working together, but also how the jobs contribute to the success of the central worker.





Each student has also selected a community helper to research. They will create a PowerPoint presentation during their technology class explaining the responsibilities, tools and where they work. Students will be able to insert pictures, adjust text, select a design and assign animation. In conjunction with Earth Day and the practices of reusing and recycling, the students will make a model of one of the tools of their community helper from recyclable materials to be displayed in the classroom.

A supplemental article in the reading this week introduced seeing-eye dogs. The students learned the traits and process to becoming a seeing-eye dog. This article led to a discussion of other animals that have jobs. The class listened to a read aloud of *Animals on the Job* by Nancy E. Krulik. Next week's reading selection is a *Time for Kids* article, *Cool Jobs*, where students will read about interesting unique jobs such as a flavor maker and a bee keeper!



## **Second Grade - Language Arts**

**By: Paula Sirard-James (Second Grade Teacher)**

The second grade students have been learning about community government and the voting process. With the upcoming election and all the debates, our class has had many questions and discussions about the candidates, their issues, and process of becoming president of the United States.

We decided to hold an election in our class to illustrate the process, and elect a president and vice president for our class. The students learned about the process of making a speech, and each second grade candidate agreed to address the following student selected issues: education, health care, housing, and jobs. The class took time to discuss and compare what each candidate had to offer and how they would make their decision. We had a primary election and got our final two candidates. Students restated their positions on the issues and then it was time to vote. Our class elected Dela for President and Kai for Vice-President. Later, the children had an opportunity to voice their opinion through writing and explain their reason for choosing their candidate.



We then moved on to discuss how the president relies on help from elected officials in local and state governments. The students explored the ideas of living and working together in a community, how community leaders work to make neighborhoods safe, why we have laws, how those laws are interpreted and enforced, and the roles and responsibilities of citizens. It has been a fantastic few weeks and we look forward to learning more about our community leaders.

## **Third Grade - Language Arts**

**By: Nilla Ingravallo (Third Grade Teacher, Dean of First to Third Grade)**

The third graders have begun a cross-curricular Native American unit in social studies and reading. To initiate our study, the students worked collaboratively to activate background knowledge and brainstorm questions they had about Native Americans and their way of life. Through class lessons and readings, the third graders learned about the six Native American Cultural Areas in the United States and how groups within each area shared similar cultures. They also discovered that groups shared similar beliefs, but that they also had differences. The third graders studied how the Native American's way of life was impacted by the geography and natural resources around them.



One of the Cultural Areas that the third graders have begun analyzing in depth is the Southwest area. They learned about the geography and climate of the region, which influenced the culture of the groups in the region. Through class readings and illustrations, the students studied the Apache, Anasazi, and Zuni groups of the Southwest. They read an Apache trickster tale, "Coyote Gets Turkey Up a Tree" and a Zuni folktale, "The Strongest One." This form of literature helped them learn further about the culture and what is important to the people in the culture the tale came from.



Another Cultural Area the third graders studied was the Northwest Coast Native Americans. They learned about totem poles and their significance. Today, the students began making their own totem poles to represent their families. They enjoyed reading about the qualities of each animal in order to select the ones that best describe themselves and the members of their family. After making their totem poles, the students will write about them.

Following this unit, the third graders will learn about Colonial America.

## ***Fourth Grade - Science***

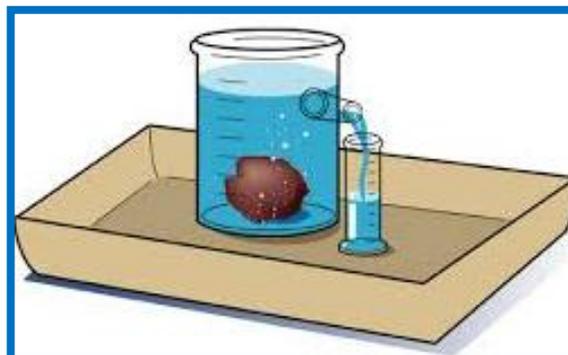
***By: John Hale (Science Teacher)***

The 4th grade science class just finished their investigation of electricity and magnetism. They learned about how matter becomes charged, how electric charges flow, the difference between series and parallel circuits, what magnetic fields are, how electricity is transformed to magnetism, and how magnetism is transformed into electricity. These lessons culminated with the students showing their understanding of the material by building the different things that they learned.

## ***Fifth Grade - Science***

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

Students in the fifth grade science class are always eager to perform laboratory experiments that help reinforce the concepts currently being discussed in class. After learning about density and how it relates the mass of a substance to the volume of a substance, they conducted experiments to determine the density of regularly and irregularly shaped objects. Using a ruler, they measured the length, width, and height of a metal bar. Next, the mass of the bar was obtained using a triple beam balance. Calculations were then done to report the density of the metal. They learned how to measure volume of the irregularly shaped object indirectly by using water displacement. After the mass of the object was determined, they once again calculated the density.



Buoyancy was also discussed in class. To test this concept, students designed a boat and chose a material to build it out of. They then placed the boat in water and tried to sink it by placing "candy corn" cargo inside. The most successful boats were made out of aluminum foil. They had fun watching each other to see whose boat could hold the most cargo before it went down.



While discussing chemical reactions, students were asked what evidence they might be able to observe to suggest that a chemical reaction indeed did occur. Gas production and temperature changes were two of the several mentioned, and experiments were done to explore these. Electrolysis was performed on a pure water sample, and the gases produced as a result were tested. The “barking” sound produced when pure hydrogen gas was tested really surprised the class. In another activity, students placed Alka-Seltzer® tablets in water and compared the temperature before and after the addition of the tablets to see if heat was released or absorbed during the reaction. They did a similar procedure after combining baking soda and calcium chloride with water. The former reaction absorbed heat and the latter released it.

Having opportunities to do hands-on activities and practice their observational and analytical skills remain an important part of the fifth grade science classroom.

## **Sixth Grade - Science**

**By: John Hale (Science Teacher)**

The 6th grade science class just finished their investigation of forces and motions. This culminated with their designing and building of Mouse Trap Race Cars. They will race them next week. Now they will start their understanding of Machines and how we use them in our everyday life. They will learn about the six simple machines and how to combine them to make compound machines.

## **Middle School**

### **Grade 7 - World Languages**

**By: Gabriel Gomis (World Languages, French Teacher)**

French 7 reviewed the names of body parts in French. Then they learned expressions related to body parts. Using their new vocabulary acquisition, they talked about activities that promote or jeopardize good health in French class "C'est bon" or "C'est mauvais pour la santé".



We also reviewed the expressions "il faut", "il ne faut pas" to emphasize obligations. Also, on a cultural note, we revisited the Maghreb, and students have an insight into the historic ties between the Maghreb and France, the culture and traditions of Morocco, Tunisia, and Algeria.

### **Grade 8 - World Languages**

**By: Agustín Melara (Chair, World Languages Department)**

With newly-acquired vocabulary related to household chores, eighth graders were able to verbally express the multiple responsibilities they have at home. They can say, for example: "Yo lavo los platos" (*I wash the dishes*). Next, we learned about indirect object pronouns, which indicate *to whom* or *for whom* something is said or done. This now allows the students to supply additional information to their sentence: "Yo le lavo los platos" (*I wash the dishes for him / her*). Towards the end of the week, they learned the idiomatic expression, "acabar de + infinitive," which means, "to have just done something." At this point, the sentences become more complex: "Acabo de lavarle los platos" (*I just washed the dishes for her*).

This sequence is an excellent example of how language learning builds upon previous concepts in order to formulate sophisticated sentences or ideas.



## ***High School***

### ***Grade 9 and 10 - Physical Education***

***By: Vonetta Trotter (Physical Education Teacher)***

The Ninth and Tenth graders have started their sport unit of Alaskan Kickball. This game prepares all students for the upcoming kickball related activities taking place outdoors, in the warmer weeks ahead. This week, ninth graders have started class with cardio based warm-ups and have also had the option to practice weight training.

The 10th graders have started a new and original game called 'Tag and Roll', created by the PE department. A few objectives include tagging opponents holding a ball or rolling a ball into a hula hoop, the first team with the most balls in their team hoop, wins. Tag and Roll is played in 5 minute, fast pace rounds. All students are consistently moving on defense as taggers or sprinting with a ball across the court on offense.

Both grades are enjoying their spring season sports and fitness unit. Ninth and Tenth Graders have certainly displayed a great sense of challenge in every activity thus far.

### ***Grade 11 History***

***By: Richard Kruczek (History Teacher)***

The Advanced Placement (AP) students are busy preparing for the big day, the AP Exam on May 6, which all class members, as encouraged, will be taking.

We have immersed ourselves in the 1960's, and one thing has become readily evident: the main issues of that day remain ours. Be it women's rights, African American rights, gay rights, Latino rights or the plight of the day worker the playing fields of America have much evening that still needs to occur. One thing that the students have realized is that the fight for social justice never stops. The Civil Rights era is a living, breathing thing, because civil rights are living, breathing things.

I believe that each class member now sees why fighting to sustain and grow them are critical to the life of the American body politic.

### ***Grade 11 History***

***By: Sarah Smith (History/Social Studies Teacher)***

American History is vast and rich with stories and historical figures. Such is the experience of the Eleventh grade class of international students as the uncovered slavery in the United States. We began our unit with excerpts from Alex Haley's "Roots". Students saw how the slave trade began in Africa under the control of the European traders. They were shocked by the voyage called "Middle Passage" and the conditions of that experience and then that of life on the plantation.

Many were impressed with the courage of abolitionists who fought to end this horrific system. They read about the journeys of Harriet Tubman and the speeches of Sojourner Truth and Frederick Douglass.

We will now examine the causes and effects of the Civil War.



## **Grade 12 Honors History**

**By: Richard Grusky (History Teacher)**

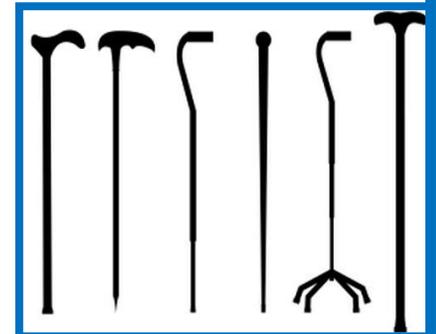
The Honors Political Philosophy class has presented its members with difficult but important readings. To arrive at the dialectic, the class plunged into Kant, Fichte and Hegel, applying their thought to Marx, Nietzsche and Hitler. Legitimate protest was examined through Thoreau and Gandhi. The study of Anarchism was just completed. By this week, John Dewey will enter our sphere of investigation. With More to come...

## **Grade 11 Engineering**

**By: John Hale (Science Teacher)**

Currently the Engineering students are working as a team of engineers who have been given an assignment to work with a client to develop a new assistive device to meet their needs.

They started with a standard cane and will re-engineer it with additional devices and features to meet the client's specific needs. Likely, the resulting device will be useful to a broader population as well, and could be marketed to others. They will need to develop a construction budget for their canes so that the client can consider the cost of the new device.



These engineers will get a chance to develop prototypes and test a new design before moving into a broad manufacturing and marketing scheme.



**Our Garden School YouTube Channel is full of videos!**

**<https://www.youtube.com/channel/UCeWoNvNR-pETydRXI6W8azQ>**

**Subscribe to our page to get alerts for new videos as they arrive!**



**Garden's new "Get to Know Garden School" promotional video is here:**

**<https://www.youtube.com/watch?v=2KhEhNJ8ZrM>**



# CATCH A WAVE

at  
**Garden School Summer Camp**  
We Make Summer Easy & Fun!



**F**ine Arts  **A**cademics  **S**ports  **T**echnology 



## Garden School Summer

**June 27th - August 19th • Nursery - 13 Years Old**

Half/Full Days • 7:30 am-6 pm Available

Choose As Many Days or Weeks As Needed

- ✓ Swimming Pool + Lessons
- ✓ Special Events
- ✓ Lunch & Snack Included
- ✓ Flexible Scheduling
- ✓ Drop-In Available
- ✓ Door to Door Transport



### Register Before We Fill Up!

33-16 79th St., Jackson Heights, NY 11372  
(718) 335-6363 • [gardenschool.org](http://www.gardenschool.org)

**More information and download Summer Camp 2016 brochure here:**

<http://www.gardenschool.org/programs/summer/>



## Garden School Summer Camp Registration

Student Name: \_\_\_\_\_ Gender: \_\_\_\_\_ DOB: \_\_\_\_\_

Grade in Sept. 2016: \_\_\_\_\_ School: \_\_\_\_\_ T-Shirt Size: \_\_\_\_\_

Parent Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email 1: \_\_\_\_\_ Email 2: \_\_\_\_\_

Parent 1's Name & Business No: \_\_\_\_\_ ( ) \_\_\_\_\_

Contact person if Parents unavailable Name & Telephone No: \_\_\_\_\_

Parent 2's Name & Business No \_\_\_\_\_ ( ) \_\_\_\_\_

Circle your week of interest @ \$600 per week:

Week 1 June 27

Week 5 July 25

Week 2 July 4 (4 days)

Week 6 August 1

Week 3 July 11

Week 7 August 8

Week 4 July 18

Week 8 August 15

**Choose your program:**

**RATE**

• Nursery (Ages 1.5 to 3) # of Days \_\_\_\_\_ AM/PM Full \$ \_\_\_\_\_

• Junior (Ages 3-4) # of Days \_\_\_\_\_ AM/PM Full \$ \_\_\_\_\_

• Intermediate (Ages 5-6) # of Days \_\_\_\_\_ AM/PM Full \$ \_\_\_\_\_

• FAST Specialty (Ages 7 to 13)

**IMPORTANT: PLEASE CHOOSE AND CIRCLE YOUR SPECIALTY BELOW**

**Fine Arts**

**Academics**

**Sports**

**Technology**

Second Child - Deduct 10%

Less Discount \$ \_\_\_\_\_

Total # of weeks: \_\_\_\_\_ x \$600 = \$ \_\_\_\_\_ +

Add transportation option (circle one/two way below) x \$125 per week \$ \_\_\_\_\_

**Round Trip Bus / One way Bus-AM or PM**

**TOTAL FEE: = \$ \_\_\_\_\_**

A non-refundable deposit of \$600 secures a place for your child. The balance of the total summer fee must be paid in full by May 27th, 2016. Payment can be made by cash, check, MasterCard, Visa or American Express.

Parent Signature: \_\_\_\_\_

How did you hear about our Program? \_\_\_\_\_

Scan/send to: [campdirector@gardenschool.org](mailto:campdirector@gardenschool.org) Fax to: (718) 565-1169 Apply online: [www.gardenschool.org/summer](http://www.gardenschool.org/summer)