



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

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"Cultivating Success in Every Child"

Friday, April 8, 2016



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



Tonight's Gala at Terrace on the park represents the culmination of a great deal of work on the part of many volunteers to put on this event for Garden School. My thanks to them all, too numerous to mention here.

Our Gala is a chance for our parents, teachers, alumni, trustees and friends to demonstrate their support for the children and the mission of Garden School. This is the opportunity for each one of us to participate in building the school's future.

I urge you all to attend tonight's Gala. By all accounts, it is sure to be a splendid evening. There are seats available and tickets can be purchased at the door.



Summer Camp Registration Now Open!

Summer Registration



DATES TO REMEMBER:

- Friday, April 8 : **Garden GALA TONIGHT!**
- Friday, April 8 : Marking Period 3 Ends
- Monday, April 11 : Period 4 Character Education : "Independence"
- Thursday, April 14 : Report Cards Distributed
- Friday, April 15 : Report Cards Returned
- Monday, April 25 : College Fair for Juniors at UNIS
- Monday, April 25-Wednesday, April 27 : Williamsburg, VA Trip for Grades 5 & 6

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 is 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](#), 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 went on sale on Monday, February 22 from the School Office and, if there are any remaining, will 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 seeing everyone at the celebration tonight!

Garden School Pre-K For All Program

By: Ann Marie Vida (PKFA Teacher)

For the month of April, students began a new thematic unit on Plants.

This week the students learned about the parts of plants and how plants grow. They learned that plants need water, soil, air, and sunlight to grow. The students planted a classroom garden of sunflower and green bean seeds.

The class also read *How Do Plants Grow?* by Julie K. Lundgren, *Jack and the Beanstalk*, *From Seed to Sunflower* by Nancy Dickmann and *Dig, Plant, Feast!* by Lin Picou.

The students created collages of plants, identifying their parts.





Early Childhood

Nursery

By: Carmela Knopf (Nursery Teacher)

Spring has sprung in nursery! We have started to decorate our classroom for the season. We colored flower pots with flowers in them. In cooking, we made edible dirt flower pots. We used chocolate wafers, cookies, colored icing and other accessories to make our delicious treat! We also read *Hello, Spring* by Mary Packard. We are patiently waiting for the spring weather to arrive!



Pre-Kindergarten and Kindergarten - Physical Education

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

Pre-K and Kindergarten have returned from their spring break on a positive note.

As the weeks have passed, they have learned so much about motor skills such as walking, running, skipping, galloping, hopping, jumping, sliding, walking backwards and leaping, tumbling forwards, tumbling backwards, pencil roll, egg roll and much more. It has been a pleasure to see them all develop over the past months.

We are teaching them teamwork in the class while playing different games. On Wacky Wednesdays, Pre-K and Kindergarten are learning how to dance hip-hop, jazz, pop and ballet. I'm thrilled about everyone being a lot more flexible while stretching and we can proudly say that most of the class can touch their toes without bending their legs.

They have also learned different yoga poses and how to demonstrate those on their own. Today is Parachute Friday which the kids are still working on to move the parachute as a team and complete the challenges that the teachers have for them during the class.

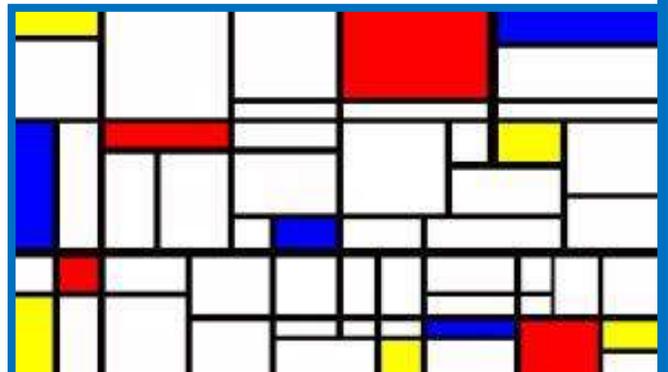


Elementary

First to Third Grade - Fine Arts

By: Tiina Prio (Art Teacher, Chair of Fine Arts Department)

The First, Second and Third grade artists have begun their study of the artist, Piet Mondrian, who was one of the founders of the Dutch modern movement called De Stijl. This art 'ism' is recognized for the purity of abstractions and the methodical practice by which artists arrived at them.





The artists will glue wooden shapes onto a piece of cardboard to create a matrix that will be printed in blue, red and yellow ink. After the ink has dried, black lines will be printed using the edge of a corrugated piece of cardboard.

The art elements used in this project are line, color and shape. Principles would include balance and rhythm. The skills involved is design, gluing and printing.

First to Third Grade - Music

By: Tom Heineman (Music Teacher)

First and second graders attempted to define the word 'imagination,' putting forth many strong ideas with regard to thinking or dreaming of things that aren't real or envisioning that you are somewhere that you are not. Both grades were in the process of learning the song 'Puff, The Magic Dragon;' they then reconsidered the song through the prism of imagination. Students noticed many unreal things that appear in the song, including dragons, magic, and the land Honalee, and some students suggested that nearly the entire song was fantastic.



Imagination plays a big role in another recent activity for First through Third Grade students. Students are playing various percussion instruments to accompany the Dr. Seuss story 'The Big Brag.' They create sounds that we might hear in the story with the instruments. Students have to use their powers of invention to come up with potential sounds, as there are not many noises indicated in the story; the mountainous setting suggests many possibilities of things we might hear, however, and students volunteered ideas of animals, such as a bobcat, that live in these surroundings, or natural elements such as the wind through trees.

The Association's recording of the song 'Windy' is a tune that Third Grade has really embraced. We speculated about the various instruments in the recording, listened to solo samples of instruments, and then reevaluated our guesses. Some of the interesting instruments heard in the recording are a harpsichord and a piccolo. Third graders have also attempted to sing harmony parts in the song and maintain their independence when others are singing different melodies.

Fourth Grade - Mathematics

By: Natalie Sangiovanni (Mathematics Teacher)

The phenomenal fourth graders have completed the units involving the four basic operations: addition, subtraction, multiplication and division. They not only mastered the skill of using them, but also learned how to apply them in real life situations. The students learned how to find the mean, mode, median and range when given a set of data. We also explored prime and composite numbers and were introduced to Eratosthenes, the Greek mathematician.

The students have begun a unit on Measurement. We examined and reviewed how to measure using the inch, quarter-inch, half-inch and three-quarter inch. We measured each other in inches and converted the measurements into feet and yards. The fourth graders have been working hard mastering these skills. We will continue working with units of length, then move on to customary units of weight, capacity, metric units, mass, temperature and time.



Fifth Grade - Mathematics

By: Sonia Ambarsom (Mathematics Teacher)

Before the spring break, the fifth graders were studying ratios, proportions, and percents. They also investigated the relationships between fractions, decimals, and percents.

The focus this past week has been, and will continue to be, on decimals and operations with decimals. With this deeper study of decimals, the relationships will become clearer as we will study unit rate in the latter part of April and May.

Sixth Grade - Mathematics

By: Natalie Sangiovanni (Mathematics Teacher)

The sixth graders have been having fun with fractions! We have reviewed how to rename fractions as decimals and decimals as fractions. We've mastered the skills on how to rename mixed numbers to improper fractions. We learned how to compare and order fractions from greatest to least and vice versa. The sixth graders learned about how to find the greatest common factor and how to use the GCF to simplify fractions. The students examined how to use the least common multiple to rename fractions with common denominators. This skill is necessary when adding and subtracting fractions. In the next couple of weeks, the students will learn how to evaluate expressions with fractions and how to solve equations with fractions.

Middle School

Grade 7 English

By: Nancy Massand (English Teacher, Middle School Dean)

English 7 just finished reading *A Separate Peace* by John Knowles, the classic story of a misplaced hatred among schoolboys against the backdrop of World War II. The boys' private war ended in tragedy, although they did forge a separate peace while the world was still raging. We ended the reading with a companion poem by Robert Frost, "Mending Wall," in which two neighbors repair a stone wall that divides their properties. The physical wall in the poem and the emotional wall in the novel were the focal points for discussion and writing as students examined their own boundaries and made connections between the two works and their life experience.

This week we transition to a poetry unit, reading *Spoon River Anthology* by Edgar Lee Masters. We think of the book as a cemetery, and the poems as tombstones with epitaphs depicting the citizens who have passed on. As we meander through the old graveyard, the residents with their dramas, grudges, joys and heartaches spring to life and tell their stories. In addition to learning the elements of poetry, it will be an opportunity to examine the way we live our lives and the way we will be remembered as a result.





Grade 8 Social Studies

By: Nancy Massand (English Teacher, Middle School Dean)

English 8 is reading *The Odyssey* by Homer, an epic tale that takes our hero through the stormy seas of life as he faces dangers, monsters, and vindictive immortals to return to his beloved home and family. Although it is a narrative translation, we learn about the original poetic form and identify repeated motifs as they occur. Students use focus questions to guide their reading and learn how to mark their texts for easy review.



As we gear up for culminating projects, we will create timelines of events and travel brochures that attract tourists to visit the sites of high points in Odysseus' journey. A take-home essay project will complete our study.

High School

Grade 9 - World Languages

By: Gabriel Gomis (French Teacher)

Students learned to write a letter in French and a "Curriculum Vitae" (resume). They learned expressions of intention, desire, and hope. After reading job applications and samples of resumes from French students, we improved our vocabulary and learned courtesy expressions frequently used in letters and employment applications.

We also learned "*depuis quand*" and "*depuis combien de temps*". These are expressions of time that emphasize the difference between the beginning and the duration of the action in a sentence. Through oral practices, they discussed how long (*depuis combien de temps*) or since when (*depuis quand*) they have been attending Garden School, playing tennis, modeling, learning French, etc.

Grade 10 - World Languages

Agustín Melara (Chair, World Languages Department)

This week, students in tenth grade Spanish were introduced to one of the most difficult concepts in Romance Languages: the *subjunctive*. Unlike the indicative tenses, which are used to express certainty or to state facts, the *subjunctive* allows a person to convey an opinion (or "subjectivity," hence its name). Studying the *subjunctive* is essential in everyday conversation because the speaker can use it to suggest, to request, or to tell someone to do something; it is also used to express emotions, hope or doubt. After having learned the *subjunctive*, students took a quiz on their understanding of this very important (and challenging) grammatical structure.



Grade 11 and 12 Science

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

On April 6th, students in grades 9-12 attended a lecture presented by Richard Marn, MD. Dr. Marn is an anesthesiologist at Mt. Sinai Hospital in New York. He is the father of Samuel ('24) and Sophia ('25). Dr. Marn described his role as an anesthesiologist, and during his presentation he discussed the difficulties he faces dealing with patients who abuse drugs.

As the lecture began, students were shown photos of celebrities and asked what each of them had in common. It was no surprise that each had died because of drug abuse. An interactive discussion ensued wherein distinctions between illegal vs. legal drugs, drugs vs. medications, and abuse vs. misuse were addressed. It surprised some students to learn that the most likely illegal drug to cause a heart attack in a fifteen year old is cocaine.

The most abused drug in the U.S. is alcohol, followed by cannabis (marijuana) and tobacco. Since alcohol is often the first drug that a person experiments with, Dr. Marn detailed the consequences of alcohol abuse and outlined the problems which arise as a result that make it challenging for doctors to treat these patients.

When students were asked which drug they thought would kill a person the fastest (within 10-15 minutes) if used, many of them correctly guessed heroin. It was brought to their attention that it is not necessarily the heroin itself, but rather what it is mixed with, that makes it such a dangerous substance. Often, heroin is mixed with other drugs. One such drug is fifty times more potent than heroin itself. It's easy to understand how a person can get "hooked" under such circumstances. Dr. Marn outlined the challenges anesthesiologists face when treating opioid addicts.

Throughout the presentation, students both answered and asked questions. Dr. Marn stressed the importance of maintaining a positive focus and directing energies into what is important in life. A quote to remember is, "Two minutes of fun, a lifetime of pain and agony." Hopefully, students came away from this lecture with a better understanding of the dangers drug abuse and addiction can cause, not only to themselves, but also to their families.



Photos from the PKFA Art Fair April 8, 2016

Congratulations to everyone one involved on producing this wonderful show! Especially our student artists!





CATCH A WAVE

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



Fine 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 Fax to: (718) 565-1169 Apply online: www.gardenschool.org/summer