



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XXIX

"Cultivating Success in Every Child"

Friday, May 13, 2016



## Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



This has been a very important and dynamic week at Garden School: a week in which we have seen students organize efforts for the people affected by the earthquake in Ecuador, Student Council campaigning and elections taking place, and a week in which our fourth graders will have their first sleepover, following their trip to the Caumsett Environmental Center.

All of these activities correspond to our character trait of independence, which is our guiding value for the fourth quarter. Independence has many facets, among them are taking responsibility for oneself and for others, being able to manage a degree of freedom and competing for the leadership of the Upper Division. Each of these activities requires a degree of independence.

The extraordinary efforts to organize relief efforts for Ecuador, initiated and led by Aneesh D. '18, demonstrates a considerable amount of independence in first making the decision to respond with action to the needs of others and then in actually putting together a plan that includes donations of candles and batteries and other supplies, of cash donations and in organizing a faculty/parent/ student soccer match this afternoon at 3:00pm in our Gym. These activities were the result of independent student actions. It was the students who proposed the relief efforts; it was the students who planned the events, and it was the students who participated in the events themselves. This was an act of independence designed to care for others.

For the past few weeks, Student Council election campaigning has been underway. This is a time in which next year's seniors campaign for the role of President and Vice President of the Student Council. Declaring oneself a candidate means taking on the responsibility of conducting a campaign, of designing a platform of offerings/activities for next year and in making a serious commitment to the students and the school. This requires a great deal of independent thinking that underscores the element of responsibility within the concept of independence.

Finally, our fourth graders are embarking on a very exciting journey today. First, by visiting the Caumsett Environmental Center they face some of the issues involved in the complex struggle to preserve our natural environment. This is more than a pleasure trip for them, it is a journey into independence and responsibility. To study the environment means to take responsibility for the study's results. This can be an example for them in which learning something compels them into doing something. Their independence will be stretched further by the first school organized sleepover tonight at Garden School. For many of them and their parents, this is their first night away from home and family. This certainly encourages and stretches their sense of independence.

All of these school-generated and student-generated activities support the value of independence and responsibility. And these values and how they help promote the "academic achievement, personal responsibility and social involvement" that leads to the self-worth necessary to succeed, is what the Garden School mission is all about.

**Summer Camp Registration Now Open!**

**Summer Registration**



## DATES TO REMEMBER:

- Friday, May 20 : 3PM Gym - **Ecuador Earthquake Relief Charity Soccer Match**– All Welcome
- Monday, May 23 : Dance Recital in the Gym @ 4PM
- Thursday, May 26 : Senior Prom at The St. Regis
- Friday, May 27 : Senior Breakfast
- Monday, May 30 : School Closed for Memorial Day
- Tuesday, May 31 : Senior Dinner
- Thursday, June 2: Lower Division "Spring Fling" Theater Production
- Monday, June 6 – Friday, June 10 : Upper Division Final Exams [Click for Exam Schedule](#)
- Tuesday, June 7 : Lower Division Talent Show
- Friday, June 10: Moving Up Ceremonies – Kindergarten (9AM) and Grade 6 (10:30AM)
- Friday, June 10: NOON Dismissal - No Afterschool Program
- Tuesday, June 14: Class of 2016 Commencement @ 7PM

## 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

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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**



# GARDEN SCHOOL DANCE PROGRAM

PRESENTS

## DANCING THROUGH A DECADE



MONDAY

MAY 23, 2016 4:00

GYMNASIUM



## Ecuador Blackout Drive



What would you do without light at night?

Cooking? Safety? Reading your child a bedtime story?

You can help the Ecuadorian families recover from the earthquake by  
donating **new batteries** and **new/used flashlights** or **candles**.

**PLEASE DONATE NOW...**

Please bring your donations to Garden School Main Hallway.

They will be delivered to Ecuador via the Ecuadorian Consulate.



## **Early Childhood**

### **Nursery - Kindergarten - World Languages**

**By: Kelly Jie (Mandarin Teacher)**

In this multiple-day unit, students will gain the ability to recognize Chinese characters of multiple types of foods and drinks and use this vocabulary in expressions of identification, description, and general communication. Students learn by being shown a picture and having them say the word aloud. The priority is on pronunciation (speaking). Then, we play a game by showing various cards and seeing how many people have learned each word and can pronounce it. When asking them to identify, we ask the question “Zhè shì shěn me?” And they reply with “ (Zhè shì \_\_\_\_). For example: What is this? “Zhè shì shěn me?” “ Zhè shì shuǐ.” (This is water.). Switch to the Chinese character and ask the students to pronounce the same vocabulary. The priority this time is still pronunciation, but also recognition (reading).

Initially, students will interpret and react to pictures, stories, illustrations and audio clips. Then, students will interact with their teacher and classmates by identifying foods, asking for a variety of foods and drinks, and describing the foods.

## **Elementary**

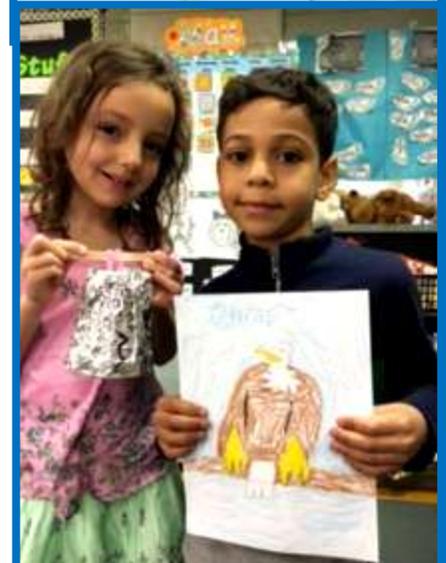
### **First Grade - Social Studies**

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

First Grade has begun their final social studies unit: American symbols.

The discussion began with what a symbol is. The students created their own definition of a picture that you use for something real. We later added that a symbol can represent the beliefs and traditions of a country. The first symbol we looked at was the bald eagle. After viewing a PowerPoint with facts about bald eagles, the students used a directed drawing activity to create their own eagles and wrote three facts they had learned. The next symbol was the Liberty Bell. A few students were eager to share their experiences visiting Philadelphia and the Liberty Bell. In small groups, the students read passage then built models of the Liberty Bell.

The class also listened to *Everybody Cooks Rice* by Norah Dooley. The main character enjoyed rice dishes from different cultures while searching the neighborhood for her brother. The class had been discussing that being American meant a shared love and respect for the country but allowed for differences in appearance, likes, and languages just like all the dishes were rice but had different flavor and preparations.





## ***Second Grade - Social Studies***

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

In social studies, the second grade students have been learning about United States geography, and about New York State in particular.

The children took a great interest in learning about the symbols on New York's flag, as well as the state animal, bird, and flower. We shared our knowledge about the diversity of our state with respect to people and regions. To help build our knowledge of the states, we have been reading a book called *Flat Stanley*. It's a story about a boy who becomes flat after a bulletin board falls on him. He is not harmed but becomes flat and stays that way! He has many interesting adventures in his neighborhood and, since he is flat, he is able to travel to California in an envelope by being folded up.

Once we finished the story, we made our own paper Flat Stanleys and readied them for an adventure by preparing to send them to a friend or relative in another state. This gave us an opportunity to take a walking trip to the Jackson Heights post office where we mailed our letters with Stanley inside. Students were able to make connections to our previous unit on government community helpers, and we were able to speak with a postal worker about the length of time it would take for our letters to get to some of their destinations.

The second graders have been measuring the distances and days required for Stanley to travel by checking in with the recipients. We learned that he arrived in PA first, then CO, then NJ. We are anxiously awaiting the return of all our Stanleys and look forward to reading about his adventures with our families and friends!



## ***Third Grade - Social Studies***

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

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. 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 - Physical Education***

***By: Vonetta Trotter (P.E. Teacher)***

We are keeping the Fourth Grade extremely busy working on their loco motor skills and helping them understand the importance of working together. We have challenged them with various team oriented units and emphasize that communication is key. Continuing into this week, Kick ball, Soccer and team building activities. We are seeing that the Fourth grades work extremely well together. We have made it clear that it's the end of the school year and that they need to ready themselves for Fifth grade.

Fifth and Sixth Grade have started a new unit this week. Ultimate Frisbee will continue until the end of the school year. A regulation game has seven players per team. Each point begins with both teams lining up on the front of their respective end zone line. The disc may be advanced in any direction by completing a pass to a teammate without dropping the disk. Players may not run with the disc and have ten seconds to throw the disc to a teammate. Each time the offense completes a pass in the defense's end zone, the offense scores a point and the Frisbee changes possession. The students are eager to play the game. It's a great unit for these grades as they all have the ability to throw and catch a Frisbee.

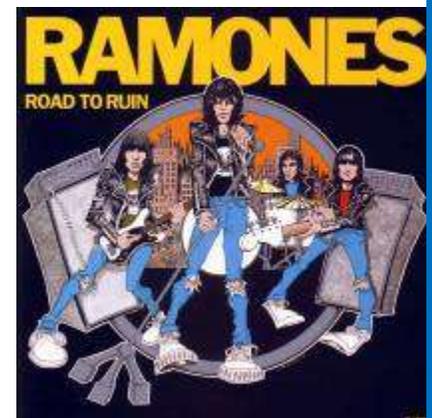


### ***Middle School***

#### ***Grade 7 - Fine Arts - Music***

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

Three somewhat disparate styles of popular music, Disco, Punk, and Hip Hop, emerged in the 1970s. They all had at least one other aspect in common, however; all three styles originated in New York City. Seventh Graders learned about the origins of Hip Hop at a now landmarked apartment building in the South Bronx: 1520 Sedgwick Avenue, the home of DJ Kool Herc. He threw parties in which he spun records with matching tempos on separate turntables, focusing on portions of tracks in which one might hear a single instrument such as drums, and had people speaking in rhythm over the music on topics that were often political.





Disco gained its name from Discotheques, New York clubs which played only dance music. DJs in the clubs chose Soul records that had strong, danceable grooves, and record companies proceeded to produce music specifically for the Discotheques. The first Punk rock band was the Ramones, a band whose members all grew up in Forest Hills, Queens. They played a brand of Rock and Roll that was fast, loud, intense, and simple, with echoes of earlier eras. In celebration of the 40<sup>th</sup> anniversary of the Ramones' first album and their Queens heritage, the Queens Museum currently has an exhibit entitled 'Hey! Ho! Let's Go: Ramones and the Birth of Punk.'

All three of the above genres have proven amazingly influential in both music and pop culture, and the 7<sup>th</sup> grade students are being asked to recognize the effect these styles had on subsequent musical developments such as New Wave, Synth Pop, Grunge, Electronica, and various modern types of dance music.

## **Grade 8 Fine Arts - Art**

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

The eighth grade artists are working on a project which requires them to be both creative and logical using both hemispheres of their brains. The project at hand requires them to tie together the creative images of happiness in the form of smiles to the logical concept of the same in the form of words. This is not as easy as it sounds. "A man paints with his brains, not with his hands." stated Michelangelo. When he said this 500 years ago, he did not know how far science would take this idea.

After studying the paintings of Yue Minjun and comparing them to two other Chinese artists, Zhang Xiaogang, and Kang Hyung Koo, the artists will learn how to draw smiles, think about the words and images that they will create and finally use tempera paint and chalk pastel to create their projects.

## **High School**

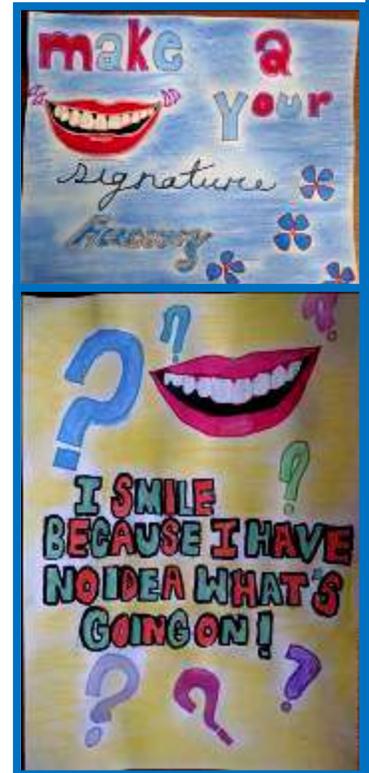
### **Grade 9 - English**

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

Who reads? By Monday the Ninth graders will be on page 304 of Charles Dickens' A TALE OF TWO CITIES. Did they keep up and read every page of every assignment? Did they assiduously keep track of the new words they encountered and check the dictionary? Did they wrestle with some of Dickens' more elegant sentences and gain the confidence to take on classic literature on their own? One of the happiest moments a teacher can have is when the student says "I can read this on my own." The chance to take on Dickens in the full text with daily dedication and work and class discussions is part of the Garden experience.

At the end of their years at Garden, students will have a shelf of Shakespeare plays, Hemingway, Toni Morrison, Faulkner, Salinger, Adams, Austen, Bronte, Wilde, Heller, and on and on. Those students who have undertaken the challenges and put the energy in on these books in English classes and summer reading will be well on their way not only to success in college but to the most wonderful characteristics they can develop: the love of reading and lifelong reading habits.

So, ninth graders, ask yourselves how much effort and time you have put into Dickens. Pat yourselves on the back, and go confidently into the next reading assignment, college, and a serious fulfilling life.





## **Grade 10 - English**

**By: Marcia Elkind (English Teacher)**

The question of identity is central to the tenth grade curriculum. Students presented their "Who Am I?" projects earlier in the year. The project focused their attention on the many identities they have as son, student, brother/sister, etc. In their literature and writing they have explored this theme again and again. In the ANTIGONE they looked at what it meant to be a woman in ancient Athens at the time democracy was being born. They traced that theme through the works of Ayn Rand in ANTHEM and Elie Wiesel in NIGHT and Ray Bradbury in FAHRENHEIT 451. We will finish the year with another exploration of self-discovery in the novel SONG OF SOLOMON by Toni Morrison.

Today we reviewed the chapter where the characters are dealing with the news of the death of a black boy in the South. He was a Northerner, gone south to visit relatives. He whistled at a white woman. The men of the town took umbrage at that action and took the seventeen year old and stomped him to death. Later, they bragged about what they had done. It is a breathtaking idea that such an action, the taking of a person's life, went unpunished for decades.

And so we talked about "Black Lives Matter." The question is not just "who am I?" but a much larger one, one that addresses the question of identity as race and how we use that identification in the public arena. Great literature does that. It forces us to see the bigger picture, to examine our personal and public positions. Are we like the characters Porter, Railroad Tommy, Freddie, thinking that the killing of a black man is a "sport" in America? An everyday occurrence that won't even be a headline in the newspapers tomorrow? Or are we like Guitar, angry and becoming more so as he confronts the danger in his life, simply because he is black? Or are we Milkman, the main character, who is so self-absorbed that he doesn't even know that these questions are being asked. Are we like him in that we say it doesn't matter to us because it isn't happening to us? Literature sometimes takes us out of our comfort zone and forces us to confront things we might never think about on our own. And so we read.

## **Grade 11 - Mathematics**

**Sonia Ambarsom (Math Teacher)**

The eleventh graders in the *Algebra II & Trigonometry* have been transforming and translating *trigonometric functions*, just like they transformed and translated other *functions* in algebra. Earlier in the year, they studied the trigonometric functions (also called the circular functions) and how they relate the angles of a triangle to the lengths of its sides. Trigonometric functions are important in the study of triangles and modeling periodic phenomena, among many other applications.

Recently, the eleventh graders started with the *basic functions of sine, cosine, and tangent, relating these periodic graphs to the unit circle* (a circle with radius 1 unit). These basic functions were graphed on the plane, then manipulated based on its amplitude, period, and phase shift. This area of study was then extended to the reciprocal trigonometric functions of secant, cosecant, and cotangent.

These functions are used, for instance, in navigation, engineering, and physics. The sine and cosine functions are also commonly used to model periodic function phenomena such as sound and light waves, the position and velocity of harmonic oscillators, sunlight intensity and day length, and average temperature variations through the year, which the students will study next year, in 12<sup>th</sup> grade, in their pre-Calculus and/or Physics classes.



## **Grade 12 - Mathematics**

**Sonia Ambarsom (Math Teacher)**

The twelfth graders in the *Introduction to Computer Science* course have been learning about various JavaScript methods which manipulate the timer and how often a function is called within a program. These methods include setting and clearing an “interval” so that function calls can be repeated as necessary. Another method included was setting and clearing a “timeout” which indicates a pause in the execution of a program for one single function call. Once the function is completed, the program can resume.

These methods are used in simple animations, which the students have begun with great enthusiasm. They have created their own simple images which can crawl or run across the screen at the command of our young programmers.



# 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://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**

<b>Fine Arts</b>	<b>Academics</b>	<b>Sports</b>	<b>Technology</b>
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)



**Students vs. Teachers/Parents**  
**Ecuador Relief Charity Soccer Match**  
**Friday, May 20th**

