



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

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"Academic Excellence Since 1923"

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Thoughts for the week

By Richard Marotta, Ph.D., Headmaster



Now that the warmer weather has finally arrived, we are looking toward the conclusion of this school year. I think that it is safe to say that May is one of our busier months, since it contains and embodies so many of our end of year activities. Just as we celebrate the beginning of the school year, we celebrate and ritualize the ending of the school year.

What excites me most about the ending of the school year is that we are already in the planning stages for the opening of the next school year. This cycle of beginning and ending, of renewal and reaffirmation defines life in a school. Schools are not linear; they are cyclic. The endless possibilities for change and growth enhance how we approach the rhythm of the year much in the same way that we approach students as being the embodiment of possibility, growth and change.

This cyclic endorsement of renewal shapes what we do and how we do it. There is really no 'end' to the school year just as there is no 'end' to learning. Both are ongoing processes that imitate the nature of our lives. Children are works in progress; however, adults are as well. Together in the school environment we experience the possibility of growth, the certainty of learning and the excitement of feeling those inner moments when we know that we have understood something different about our lives and our minds.

So as we embrace the spring and the approaching summer, let's remember that more than a vacations, each season offers the possibility of learning something new about the world, our culture and ourselves. As Keats wrote in his poem "To Autumn:"

Where are the songs of Spring? Aye, where are they?
Think not of them, thou hast thy music too—

Each moment in the life of the school and in the life of the child has its own music.



Please participate as generously as you can in two charitable initiatives, one locally and one internationally focused, happening on campus at this time. The fund for victims of the Nepalese earthquake and the collection of supplies for The Samaritan Village details are on the next page. Thank you!



Please help the

Samaritan Village

organization

Samaritan Village is an organization that supports families without homes. One local residence is currently home to about 200 families, including about 350 children.

Help these children and families and be a good Samaritan!

Hello, I am Kyle Campbell, a Garden School Junior and a Boy Scout, working to become an Eagle Scout (the highest award a Boy Scout can earn). To attain this rank, I must complete an Eagle project, a project that will directly benefit my community. My project is collecting supplies to give to a local residence in Queens for homeless families.

The ***Boulevard Family Residence*** provides a place to live and various living supplies to parents and their children while they work to get their own homes. It is my goal to collect at least ten boxes of supplies to donate to this residence, helping to improve the lives of these families.

Please donate items from this list to help improve the lives of others

- Diapers
- Baby formula
- Recreation items-jump ropes, soccer and basketballs, hula hoops
- Books for kids and teenagers to read, puzzle books, or notebooks for writing
- School supplies – notebooks, pens, pencils
- Toiletries – shampoo, soap, combs, deodorant
- Business attire (clothes suitable for a job interview)
- Arts and crafts supplies

A box for donations is located in the main hall. Thank you!



DATES TO REMEMBER:

- Monday, May 11: Dance Recital at 4PM in the gym - All welcome to attend
- ***NEW DATE*** Thursday, May 14: Walk-A-Thon - All-school event - Please join us!
- Friday, May 15: Caumsett State Park Trip for 4th Grade (Tentative)
- Tuesday, May 19: "Spring Fling" Lower Division Theater Production, "Into The Woods"
- Thursday, May 21: Senior Prom at the St. Regis
- Friday, May 22: Senior Breakfast
- Monday, May 25: School Closed for Memorial Day
- Tuesday, May 26: Senior Dinner
- Thursday, May 28: Music Recital in the library - All welcome
- Thursday, May 28: Upper Division Yearbook Dance
- Monday, June 1 – Friday, June 5 : Upper Division Final Exams
- Tuesday, June 2: Lower Division Talent Show
- Friday, June 5: Moving Up Ceremonies – Kindergarten (9AM) and Grade 6 (10:30AM)
- Friday, June 5: NOON Dismissal
- Tuesday, June 9 : High School Graduation at 7PM



PLEASE Return Your Enrollment Agreements ASAP!

The deadline for returning enrollment agreements has passed. If you have not already returned your agreement, your child's place has not been secured for next year. Even if you are not in a position to return the agreement at this time, it is imperative that you inform the school of your intent to enroll. Contact the Front Office as soon as possible and make every effort to return your agreement early next week. Thank you!

Early Childhood Cinco de Mayo Parade at Garden School

Last Tuesday's Garden School Cinco de Mayo celebration in the Early Childhood Program overflowed out into the hallways and became an lively affair in the hallways of school!

Enjoy this brief video of the parade: <https://youtu.be/ewLOjb5LA7g>

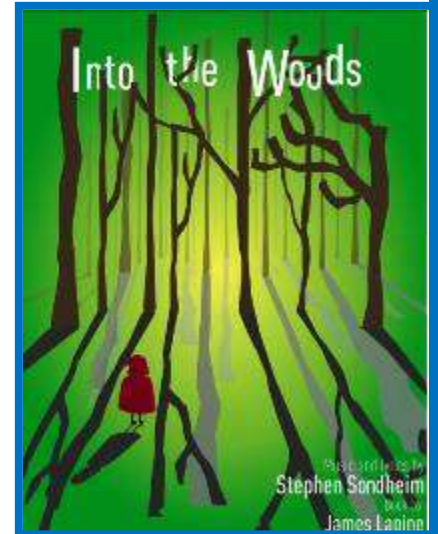


Music for Early Childhood

By: Tom Heineman (Music Teacher)

The list of songs Nursery students perform continues to grow, as they are now singing 'Oh Where Oh Where Has My Little Dog Gone,' 'Home on the Range,' 'Do You Know the Muffin Man,' and 'Little Bunny Foo Foo.' Their repertoire is upwards of 25 songs!

Students in Pre-Kindergarten and Kindergarten are busy rehearsing their songs for the Spring Show, the musical **Into the Woods**. Two of their songs, 'Witch's Lament' and 'Stay with Me,' are sung by the Witch from her perspective. She regrets that her child, Rapunzel, is growing up and defying her wishes. 'Hello, Little Girl,' another song that they will perform, is the Wolf's song. He is speaking to Little Red Riding Hood and telling her to slow down lest she miss the exquisite flowers and bird song. The Wolf also comments on how many different ways she could travel: all nice sentiments despite the Wolf's ulterior motive. We discussed the meaning behind the words of the song and why the Wolf might be telling Little Red Riding Hood to take her time and appreciate nature's beauty. Pre-K and Kindergarten students will perform a brief wolf dance during the song, as well.



Math for Grade 1

By: Jacquelyn Renner (Grade 1 Teacher)

What time is lunch? When do we go home? Do I have enough money for the bake sale? These questions have been asked all year long by First Graders. Now that they are well into the money and time chapter in math, First Graders can answer these questions for themselves and each other.

Counting coins is one of the most exciting sections all year. With the aid of our President's Day study in February, students were able to recall the presidents on the penny, nickel, dime, and quarter. To help remember the values, students have been singing several coin songs. The student's ability to count on by 1s, 5s, and 10s helps them determine the value of a set of coins and make equal trades. Students have enjoyed and benefited from using the SmartBoard and magnetic coins to show two equal amounts at the same time. To practice our skills in everyday setting, students ordered two items for lunch from our menu and drew the coins they would use to purchase the items. Some students challenged themselves and ordered lunch, drink, and desserts!



Telling time is a close second to counting money in First Grade. Students use individual Judy Clocks to show time to the hour and half hour. Time puzzles were used to practice matching digital and analog clocks. Stop, Think, and Click was a popular SmartBoard activity to run-through identifying the time. As students have learned to read clocks and calendars, they connect their own routines with concepts of duration, sequence and elapsed time. We have begun creating schedules for our day. Students draw the hands on the clock, write the time on the digital clock, and write a sentence explaining the activity being done. The class will create a book that retells "A Whistle for Willie", our story for the week, with the addition of the time that the main character completes each activity.



Math for Grade 2

By: Stephanie Parker (Grade 2 Teacher)

In preparation for the transition to Third Grade and the many years of higher-order math tasks ahead of them, the Second Graders are being introduced to the concept of multiplication.

The foundation began in Kindergarten and First Grade with skip counting. The Second Graders have worked on building their skip counting speed all year. The Second Graders were introduced to multiplication as repeated addition. They were excited to learn that they could solve multiplication problems by adding. For example, The Second Graders solve 3×5 by adding $5+5+5$ or by saying "three groups of five". The Second Graders have worked on visualizing and drawing the groups to help them solve multiplication problems. The students have drawn ladybugs and multiplied the spots. They have also drawn spiders and multiplied the legs. They illustrated multiplication sentences in the computer lab. They also played "Multiplication Picnic" in the computer lab which used illustrations to help the students solve problems. There were different numbers of children at the picnic with different numbers of snacks to hand out.



I encourage the Second Graders to play games over the summer to build speed and accuracy with their multiplication facts. It will be beneficial to enter the Third Grade with a strong foundation.

Math for Grade 3

By: Nilla Ingravallo (Grade 3 Teacher)

Today, the third graders began a fraction unit in mathematics. They used virtual manipulatives on the SmartBoard as a visual and tactile way to explore fractions. They also have begun to use manipulatives, such as fraction cubes and strips, to investigate parts and wholes. The third graders studied vocabulary associated with fractions, such as numerator and denominator. During this unit, they will also examine fractions in everyday life, like pizza pies, egg cartons, and Hershey candy bars. Through exploration, the students will discover equivalent fractions as well as compare and order fractions. For the remainder of the unit, the students will also learn to add and subtract fractions, find parts of a whole, and identify mixed numbers.



Then, the students will apply their fraction skills to measurement. The third graders will learn how to read a ruler using fractional terms, such as quarter of an inch, half inch, and inch, and how to tell time using fractional terms, such as a quarter after, a quarter before, and half past. They will utilize interactive rulers on the SmartBoard to measure various objects, and they use rulers to measure and draw lines and shapes with specific lengths. The third graders will employ



their newly learned measurement knowledge in social studies. They will learn how to use a map scale to measure distances between places on a map. They will create paper rulers based on the scale of the map, which they will use to measure the distances between cities.

In preparation for fourth grade, the third graders participated in a transition activity this week. Beginning in fourth grade, students at Garden School eat lunch in the dining room. This past Monday, Tuesday, and Wednesday, the students experienced having lunch in the dining hall with the current fourth graders. They went over expectations and how to get lunch. The third graders enjoyed this new experience!



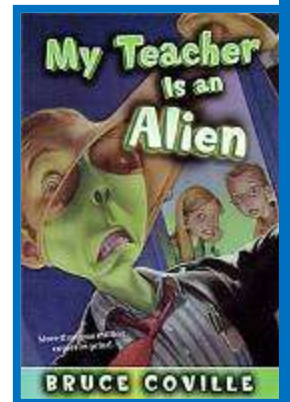
English for Grade 4

By: Philip D'Anna (Language Arts and Social Studies Teacher)

As we enter the month of May, it is a good time to look back on the school year in its entirety. In September, the fourth graders came to language arts having read interesting literature and having written thoughtful reflections. As the months passed, we read more novels that focused on how characters develop, intrinsically and extrinsically, as a result of their surroundings. I think that this area of study parallels the experiences that the students have had, too. Throughout the course of our language arts classes, the class has improved their reading and developed their writing by way of meticulous analysis of characters – for reading – and the writing process – for their own writing.

Like the characters in our stories, the fourth graders have also gone through personal changes. From September to now the students have learned to problem solve, think more critically, follow routine, and most importantly, build independence. These are life skills that they will always need; each year they will continue to develop these aptitudes. At this point in the school year, the class is beginning to think and act more like fifth graders; it is important that each student stay focused on the task at hand, continue to give their best effort.

In the last month of school, we will be reading our last novel, *My Teacher is an Alien* by Bruce Coville. This science fiction novel is a great look at how two students, Peter and Susan, use problem-solving and detective skills to discover the truth about their new substitute teacher. It is a wonderful novel with which the class will enjoy ending their fourth grade year.



English for Grade 5

By: Sarah O'Sullivan (Language Arts and Social Studies Teacher)

How does one learn to write well? This is a question that crosses the minds of teachers, students and parents. In my experiences, I have seen superb writers whose skills were fine tuned through consistent journal writing. Others have developed their writing styles by reading a variety of literary genres and therefore have almost unconsciously learned different writing styles which are illustrated in their pieces of writing. This critical skill is regularly practiced during the fifth grade Language Arts class.



Each individual fifth grader loves one genre of literature from graphic novels to comedy to science fiction. As a class they have evolved into a group with a love for reading and literature. This week we have combined writing with our love for literature. These young authors created sequels to the novel "The Last Book In The Universe". Each individual child utilized their creativity and formulated fascinating stories. Some children created graphic novels so as to ensure that each individual child succeeds. Many students impressed each other with their creativity and gift of word usage.



English for Grade 6

By: Philip D'Anna (Language Arts and Social Studies Teacher)

May is an exciting time of the year, especially in the sixth grade. May brings about many special end-of-year events like the Spring Fling, Walk-a-thon, and more. Specific to the sixth grade, May can also be seen as "the beginning of the end" of their time spent in the Lower Division, and the anticipation for the Upper Division commences. In the Upper Division, the students will take on new responsibilities and challenges. Throughout the year, the class has worked tirelessly to improve their reading habits, comprehension and writing skills, and critical thinking abilities.



In the last weeks of school, we will be reading George Orwell's *Animal Farm*. Written in 1945, *Animal Farm* is a satire of the political turmoil of the era, emulating the governments of communist Russia and its tyrannical ideals. The abovementioned skills – reading comprehension, writing, and critical thinking – are crucial for students to make corollaries to the symbols Orwell places in the book. Typically a novel for high school students, *Animal Farm* challenges the sixth graders to understand a historical fiction novel and the historical implications it presents. It has been a pleasure to work with this group of sixth graders, watch them develop and grow as students and individuals, and prepare them for success in the Upper Division.

Science for Grade 7

By: Marlene Dapice (Science Teacher)

Students in Life Science class are currently studying human body systems. They recently explored the digestive system. A laboratory exercise was performed to investigate the effect of pepsin, an enzyme used to break down protein. Students confirmed that pepsin required the presence of HCl, hydrochloric acid, in order to work.

They will be investigating the respiratory system next. An exercise will be done to explore the connection among the diaphragm, lungs, and thoracic cavity. Students will visualize the effect of chest wall trauma on the ability of the lungs to inflate. They will also gain an understanding of the pressure and volume changes associated with their ability to breathe.



Science for Grade 8

By: John Hale (Science Teacher)

The 8th Grade student completed their work on coordinating school-wide projects centered around the movie *October Sky* based on a book by Homer Hickam. This is a non-fiction story about a group of boys from a coal-mining town in West Virginia. After the launch of Sputnik, the boys start to study rocketry. The book takes you through their hard work to design, build, and launch their rockets. Their hard work pays off when they win the National Science Fair.

To help our the 8th graders learn more about these self-motivated students from West Virginia, teachers designed lessons, units and activities that highlighted what these boys did or delve more into the Appalachian culture. In English, they analyzed the movie. In History, they learned about the Appalachian culture. In Science, investigated rockets then built and launched their own water-rockets.

This culminated in the 8th graders teaching three topics to the K through 3rd grades. Last week, the 8th grade visited these grades and taught them about Alien Life Forms, the Orion Space Capsule, the Space Elevator, and Living in Space. These lessons were designed by the 8th graders. To help round out the day the 8th grader went back to the PreK through 3rd grade classrooms and helped them build their own rockets. They then went outside and the younger students with the help from the 8th grade got a chance to launch them. It was a day of fun and excitement for all.



History for Grade 9

By: Marcia Elkind (History and English Teacher)

The ninth graders "cracked the egg" of the Roman world and have been knee deep in their studies of Medieval Europe. The "egg" is the Mediterranean Sea, dominated and controlled by Rome for close to five hundred years. When the Roman Empire fell apart, it created an eastern half called the Byzantine, and a western part, called Europe. We have been tracing the destruction and then rebuilding that took place in Europe from 500 to 1500 CE. It was out of the chaos of the early Middle Ages that feudalism emerged, and it is from the Agricultural and Commercial Revolution of 1000 that Modern Europe emerged. National states were formed slowly. England and France became "nations" by 1300, followed by Spain in the 15th C. Right now we are looking at the difficulties confronted by Germans and Italians in forming national identities.



The history that ninth graders study this year is the basis for their tenth grade class in Modern European History. Some students will be nominated and approved to take AP Modern European History. Whether in an AP class or a regular history class, this year's work is the foundation that next year will build upon. The question always arises about our focus on western history in our high school history classes. Are we too Euro-centric? No, we are not. Our history classes reflect the strong emphasis we place on understanding our heritage as human beings and as Americans. Much of what we study in Ancient and Medieval History is about the legal codes that influenced the development of ours, from Hammurabi to common law. We look at customs and traditions surrounding the transition of power, the rights of citizens, the development of economic tools to encourage trade and business. In other words, what they learn this year is essential as a platform for next year's work.

Those students who like the study of history and are proficient at high levels will be asked to join the AP class next year. This is a college level course. They text is a college text. The students are expected to read 20-30 pages of text per night, take notes, ask questions in class, and take exams that focus on acquisition of specific, detailed information, and broad reaching essays that require fluency in writing, excellent information, and a strong sense of essay organization. If students score a 3 or better (up to 5) on the exam, they can receive college credit at the university they choose to attend after high school. It is a demanding course and requires both skill and dedication. We always have a large number of students who accept this challenge. They are never hurt by this experience. They learn the meaning of hard work, and they hone their writing and critical thinking skills.

Ninth graders are in the home stretch. It is time to start reviewing for the final. There are still three weeks to the semester and new topics will be explored, but the review should start now. The final exam is like the midterm: 2 hours; multiple choice questions, a "Who Am I" section, and two essays. Please remember: school is not over until it's over, to paraphrase Yogi! Stay on top of things, study, work hard until the end. And you will do yourself proud!

History for Grade 10

By: Richard Kruczek (History Teacher)

The class has just wrapped up the topic of "Europe Between the Wars," 1919-1939. In other words, the rise of Fascism in Europe. As is customary, the kids have expressed shock and dismay at how willing people were to follow such dastardly regimes as Hitler's Germany and Mussolini's Italy. How right thinking people were led to follow is a tough task to teach, but it becomes clear when placed into context.

Both countries were demoralized - economically and in terms of national pride - after World War I, and each country was left flat - or, in Germany's case, flattened - by the Versailles treaty. Therefore, when a demagogue came along and promised a return to Rome's glory - or that of the Kaiser - people bought in, hook line and sinker. By the time the Fascists made each nation a one-party state, robbing the people of any choice in terms of who they'd follow, it was too late.

The kids know now how to take propaganda with a grain of salt; how to see all sides of an argument; and, something they already knew, how to accept each and every human life with dignity and respect, regardless of background and/or political affiliation. It's a shame that the people of Germany and Italy were fleeced into forgetting these tenets of civilized society.



Foreign Language for Grades 11 and 12

By: Agustin Melara (Foreign Language Department Chair)

The Juniors in French IV have finished reading their second novel for the year, *Jean de Florette* by Marcel Pagnol. Next week, we will start reading the sequel (*Manon des sources*) in which the main character, Manon, is determined to avenge the death of her father. In addition to literature, the students have been studying the formation and the use of *le plus-que-parfait* (the pluperfect), a tense used to express the occurrence of an action before another one takes place.

The Spanish IV/AP class is quickly approaching the climactic end of Laura Esquivel's novel, *Como agua para chocolate*. Tita, the protagonist, has endured the hardships of a traditional society in order to attain her objective: being a free, liberated woman. We will then watch the film based on the book and write a comparative essay contrasting the similarities and the differences between the novel and the film. The grammatical focus this week has been on the formation of irregular nouns, on which the students were quizzed this morning.

Garden Teams Compete "Verily" at "Shake Smack"

By: Nancy Massand (English Teacher)

On May 4, Garden sent two drama teams to Shake Smack, sponsored by Classic Stage Theater Company, a citywide competition for 6th through 12th graders presenting scenes from a Shakespeare play. This year's play was *A Midsummer Night's Dream*, which our 7th and 8th graders read as part of their English curriculum. Teams were given their assigned scripts exactly three weeks before the event, and every spare moment of those three weeks was spent in rehearsals with Mrs. Massand. Since the scripts were very short, teams had only a few minutes to make the audience (and the judges) love them. They incorporated vocal harmony, dance, gymnastic stretches, and little visual surprises that were not in the script. They were ready!

On the night of the competition, 19 groups from the five boroughs vied for the three top prizes. And in our first year competing, we got one of the two honorable mentions! The judges loved the innovative choreography in the Bedtime for Titania scene presented by fairies Leanne, Jasmine, Kayla and Julie from grades 9, 8 and 7, who were awarded the honorable mention as the audience cheered. Also making a great showing were 8th graders Jessica, Matt, Michael and Olivia, whose Oberon and Titania created sparks followed by a sweet "Puck's first crush" moment as a finale that made the audience sigh.

The actors performed for an audience of their peers, families, and professional actors from the Midsummer cast they had seen earlier in the year. Did they have fun? YES! Are we in it next year? YES!












ANNUAL WALKATHON

One of the biggest Garden PTA fundraisers and community events of the year!

Parents and students are asked to support the Garden PTA and participate in several ways!

-  Register for \$30 below, get your Garden Walkathon t-shirt and participate in the activities
-  For a \$100 donation to the PTA, your family name will be printed on your t-shirt
-  Pledge and solicit pledges from friends and family members to support your walker
-  Buy and sell raffle tickets! \$100 gift card, iPod shuffle and many other great prizes
-  Solicit business sponsorships and/or be a sponsor yourself!
-  Walk the 1 mile roundtrip along 34th Avenue! (UPK will walk around the field)
-  Volunteer to help organize for a couple of hours during the day



NOTE DATE CHANGE!

THURSDAY, MAY 14TH (TIME TBA...)

Upper Division gathers in the Gym! Lower Division gather in their classrooms!

Walk the route or cheer them on! Enjoy ice cream and activities on the field after the walk!

I, _____, give my child _____, in grade(s) _____,

Parent's Name Child(ren)'s Name(s)

permission to participate in the ~~WALK-A-THON~~ on Thursday, May 14. Attached is the \$30 registration fee (and \$15 for each added student in my family).

Parent/Guardian Signature _____ Date: _____

Register before May 1st to receive 5 free raffle tickets!!

FAMILY/CHILD'S NAME ADDED TO WALK-A-THON SHIRTS!

Include an additional \$100 to support the Garden PTA and your child's name or family name will be printed on your ~~WALK-A-THON~~ t-shirts!

Please print name below how you would like it to appear on the T-shirt

Print T-shirt Name(s) Here: _____

BUSINESS OR CORPORATE SPONSORSHIPS

We are selling sponsorships in amount of \$250, \$500 and \$1,000. The company's name/logo will be prominently printed on the back of the ~~WALK-A-THON~~ T-shirts. Please print below or send a print ready logo/name to pta@gardenschool.org.

Deadline for SHIRT Submissions is May 4th. Thank you for your continued support of the PTA!



Summer Camp Registration

Student Name: _____ Gender: _____ DOB: _____

Grade in Sept. 2014: _____ School: _____ T-Shirt Size: _____

Parent Name: _____

Address: _____

Home Phone: _____ Cell Phone: _____

Email: _____

Circle your week of interest @ \$575 per week:

Week 1 June 29 (4 days)

Week 5 July 27

Week 2 July 6

Week 6 August 3

Week 3 July 13

Week 7 August 10

Week 4 July 20

Week 8 August 17

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 \$575 = \$ _____ +

Add transportation option (circle below) x \$125 per week \$ _____

Round Trip Bus / One way Bus-AM or PM **TOTAL FEE: = \$ _____**

Mother's Name & Business No: _____ () _____

Contact person if Parents unavailable Name & Telephone No: _____

Father's Name & Business No _____ () _____

A non-refundable deposit of \$575 secures a place for your child. The balance of the total summer fee must be paid in full by May 29th, 2015. Payment can be made by cash, check, Mastercard, Visa or American Express.

Parent Signature: _____

How did you hear about our Program? _____