



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XXIII

"Cultivating Success in Every Child"

Friday, April 27 2018

## Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



Every school functions as a community based on a set of shared values which inform that community's daily activities, as well as the major rituals that bring that community together as a whole. For some schools, those shared values find their way into the mission statement which tends to be an expression of a group goal through the embodiment of those shared values.

A school achieves its mission with the shared values providing a common ground of belief to guide decision-making, in planning and in guiding students. Over time, a school's identity will emerge from its culture of shared values and its philosophical standpoint.

Garden School, for example, has a common value in understanding and embracing diversity as a natural form of life. We also express a deep belief in the value of kindness as the principle of everyday living. The dominant belief is that these values are important to our community and to the success of our mission.

Charles H. Vogl, in his book *The Art of Community*, explores in detail how communities build internal and external structures to support the health and the progress of a community. Specifically he writes about the relationship between 'shared values', 'membership identity', 'moral proscriptions' and 'insider understanding'. Together these principles support and sustain a community through any number of different stages, ranging from celebration to crisis. Vogl stresses how important values are in binding community together. He writes that:

A community's values evolve as times and people change. Your community almost certainly values something more than outsiders do. It's not important that on the first day you can recognize and name the ultimate values for your community. In fact, it may take some time to understand what things you value more than others. Moreover, as time passes and culture changes, it's imperative that the community values also change. This is how you stay relevant in a dynamic world. (13)

There are many important ideas in this passage; however, the one that strikes me the most is the idea that a community treasure and endorses a value that perhaps the outside community does not. We are currently living in an age of abusive public language and activities. Recent news stories about how public figures treat each other with contempt and how some public figures have engaged in abusive behavior certainly run counter to everything we believe at Garden School. For us, the most important shared value is kindness and how that value propels us to recognize the worth of others. Are we perfect? No. But we will never cease from the mission of incorporating this value and living it on a daily basis. This is our goal; this is our mission; this is our dream.

Richard Marotta, Ph.D.  
Headmaster



**Reenrollment Contracts for 2018-2019 were due to be signed and returned with the deposit by Monday, February 26th. If you have not returned your contract, we will assume you are not returning next year and will fill your space with another student. If this is in error, please inform the school immediately.**

### **DATES TO REMEMBER:**

- Monday, April 30 – Wednesday, May 2: Washington Trip for Grades 5 & 6
- Friday, May 4: Adventure Park Trip for Grades 7 & 8
- Wednesday, May 9: Music Recital
- Thursday, May 17: Walk-A-Thon
- Friday, May 18: Caumsett Trip and Sleepover for Grade 4
- Monday, May 21: Honor Society Induction
- Monday, May 21: Dance Recital
- Thursday, May 24: Senior Prom at The St. Regis
- Monday, May 28: School Closed for Memorial Day
- Tuesday, May 29: Senior Dinner
- Wednesday, May 30: Lower Division Spring Fling
- Thursday, May 31: Yearbook Dance for Upper Division
- Friday, June 1: Upper Division Awards Assembly and BBQ
- Monday, June 4 – Friday, June 8: Upper Division Final Exams
- Friday, June 8: Last Day of School (NOON DISMISSAL)
  - Moving Up Ceremonies – Kindergarten (9AM) and Grade 6 (10:30AM)
- Tuesday, June 12: High School Graduation @ 7PM

### **Support Mrs. Knopf Marching for March of Dimes**

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

It's that time of year again...I'm walking THIS Sunday, April 29th, for Babies and raising money because I care about healthy babies and to honor, my daughter, Cristina Rose, who was born at 30 weeks and is now doing great!

Your gift supports [March of Dimes](http://www.marchforbabies.org) research and programs that help moms have full-term pregnancies and babies begin healthy lives. It's easy, just click through to my fundraising page... <https://www.marchforbabies.org/Carmela1022> . You can make a secure donation with your credit card, or, if you prefer, cash or a check dropped off at the Front Desk or to me in Nursery is fine, too. Thank you for your support! If you have already donated, Thank you so much!!





# Garden School Summer Camp

ARTS • ACADEMICS • SPORTS • STEAM

**June 25th - August 17th • Nursery - 13 years old**

Half / Full / Extended Days • 7:30am-6:00pm

Customize your schedule to suit you and your camper

Onsite swimming pool  
Lunch & snack included  
Special events

Lessons/Free swim 2 x daily  
Door-to-door transportation  
Drop-in available

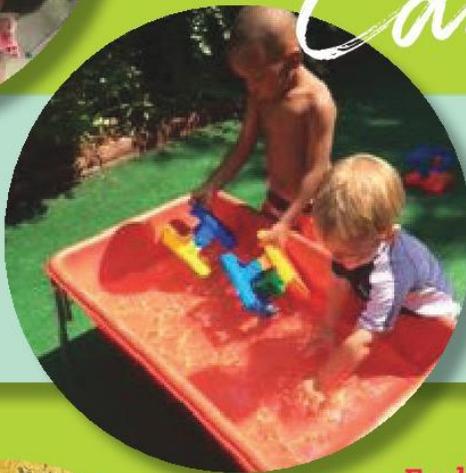


Register  
before we  
fill up!

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



# Garden School Summer Camp



## PROGRAM HOURS

Full Day: 9:00am to 4:00pm

Half Day: 9:00am to 12:00pm

OR 1:00pm to 4:00pm

(Half days only available in the  
Nursery and Junior Programs)

**Early drop-off from 7:30-9:00am only \$8**  
**Late day pick-up 4:00-6:00pm only \$10**



## NURSERY and JUNIOR PROGRAMS (1.5 to 6 years old)

- 5 (five) FULL DAYS – \$600 per week  
(or \$150 per full day)
- 5 (five) HALF DAYS -- \$370 per week  
(or \$80 per half day)

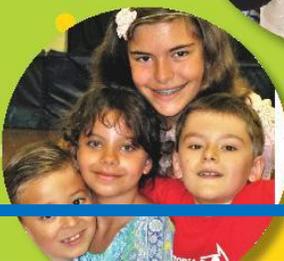


## SPECIALTY PROGRAMS (7 to 13 years old)

Full days only

- 5 (five) FULL DAYS – \$600 per week  
(or \$150 per full day)

**Lunch and snack included for all campers**  
**Discounted rate for full 8-week program – \$4,500**  
**Door-to-door transportation – \$125 per week**



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



**Pre-Season Summer Program!  
for Garden School children  
currently enrolled in Grades N – 8th**

**June 11-June 15, 2018  
June 18-June 22, 2017**

**8 AM to 3 PM**

**After School available until 6 PM**

**We may use the sprinklers/swimming pool, bring a bathing suit and a towel!  
Sporting activities in Gymnasium and Field!  
Arts and crafts in Art Studio!**

- **Drop-off & pick-up via 79th Street entrance (Front of School)**
- **Children wear sneakers & play clothes**
- **Bring your own lunch!**
- **Nursery, Pre-K & K students bring a change of clothes & blanket/towel for nap**

**\$100 per child per day or \$400 (discounted price) for the week  
(Check payable to Garden School with completed Form Below)**

**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 Tuesday, May 15, 2018**



## **Nursery Social Studies**

**By:** [Carmela Knopf](#) (Nursery Teacher)

Earth Day has been the talk in our Nursery classroom. Themes we learned about included recycling and planting. We focused on the 4 bins used to recycle: plastic, metal, glass and plastic. We did some follow up art projects; one was separating and gluing items into their corresponding bins and the other was gluing what plants need to live next to the plant. The children picked soil, air, water and sun and not the cookies and hat to glue by their plants. On the smart board, we watched our friends, Peppa Pig and Sesame Street, teach us the importance of recycling. We read along with Clifford from Scholastic Magazine to learn about what plants need to grow, learned a new plant song, watched a video on what plants are and built our own plants.



After learning about different seeds, we planted zinnia and marigold seeds. They are displayed on our window sills. We will water them every day and watch them grow. Once they have grown, they will be sent home. Some books we read for this theme are [How Does A Seed Grow?](#) by Sue Kim, [The Tiny Seed](#) by Eric Carle and [Biscuit's Earth Day Celebration](#) by Alyssa Satin Capucilli.

## **Pre - Kindergarten Social Studies**

**By:** [Eileen Reyes](#) (Dean, Early Childhood)

Part of a child's development is asking questions and learning about the environment. The children in Pre-K have been noticing the changes happening these past couple of weeks in spring. Buds are growing on the trees, flowers are beginning to bloom, and birds can be heard chirping outside. While playing outside in the playground, the children noticed the cherry tree blooming. This cherry tree inspired them to create paintings of cherry trees while in the art center. In preparation for *Earth Day*, the students have been learning about the earth that we live on. This area of study included recycling, saving energy and water, and protecting the earth and nature. They were surprised to hear that there are even little things that they can do every day to help, that will make a big difference. After reading the book, *One Bean* by Anne Rockwell, beans were grown in baggies on wet paper towels. These baggies were hung on the classroom windows and observed daily. The excitement of these sprouting beans caused the children to experiment planting other things such as: corn kernels, peanuts, bulbs, and flower seeds. Our classroom garden is cared for and observed each morning and predictions are made as to what will grow, the rate at which it grows, and the size of each kind of seed planted. *The Earth Book* by Todd Parr, *In My Garden* by National Geographic, and the *Why Should I...series* on protecting nature, recycling, and saving energy and water are also some of the books that were read to support this unit of study.





## **Kindergarten Science**

**By:** [Lauren Yandow](#) (Kindergarten Faculty)

This week in Kindergarten, we discussed what we determined to be one of the most important holidays: Earth Day! On April 22nd, people around the world join together in helping to make our Earth a little bit cleaner, safer, and healthier. Through the informational text *Caring for Earth* by Solomon Gordon, we discussed how people can be active in taking care of our land and water such as picking up garbage, planting trees, recycling, and shutting off water and lights in order to conserve energy.

Students sorted pictures of different things that could be helpful or hurtful for the Earth and compared opposites. For example, is it helpful to leave the water running or to shut it off when you are done using it? Does it conserve energy to keep a door open at home or close it? Which light bulb saves more energy, incandescent or CFL/LED? When discussing recycling, students learned what materials can be recycled and what materials cannot. They were surprised to hear that even clothing and foods can be recycled! Students also learned that recyclable materials need to be sorted by the type of material and each material has its own colored bin and label. We worked together to create our own recycle bins in our classroom by recycling cardboard boxes from the kitchen, painting each one a different color, and labeling them for cans/bottles and paper materials. We have already begun recycling different materials like cups, juice boxes, plates, and water bottles! Students have taken this process very seriously and demonstrate their understanding of the importance of recycling and keeping the garbage on our earth to a minimum. We were also able to make connections to our unit on the water cycle and how pollution, killing trees, and garbage can affect the water on Earth.

## **Grades 1-3 Physical Education**

**By:** [Michelle Ferreira](#) (Physical Education Teacher)

We have been working on targeting skills with 1-3 graders. The first week, we had them explain what targeting is and identify the sports where you have to target to win a game. We then split them into groups and have stations set around the gym that all focus on targeting whether it was bean bag toss, striking the racket to get your birdie into the hula hoop, throwing a ball at a bull's-eye target or having a noodle and spearing it through a hula hoop. Each of the groups spent 5 minutes at the stations and then switched to the next station until everyone made it around. The students love the station ideas and we will be continuing them. Next week we are focusing on rolling skills teaching them more about bowling too.

## **Grade 4-6 Fine Arts - Art**

**By:** [Chris Zelles](#) (Art Teacher)

The fourth, fifth, and sixth graders have just finished their two-point perspective projects. The objective for this project was for students to make a drawing where the lines go to two vanishing points so that they understand the relationship that all the lines have with one another. The students were instructed to draw a corner of a city block and have all the lines for the buildings, windows, door, sidewalks, and street lines go to the correct vanishing point. Once the students demonstrated that they understood the concept they were encouraged to get creative and draw a whatever they wanted on the city block. For example, many students drew monsters attacking the city or an alien invasion. The results of this project were incredible and for many students it was the best work they have done all year. Above are some examples of the stellar work the students did.



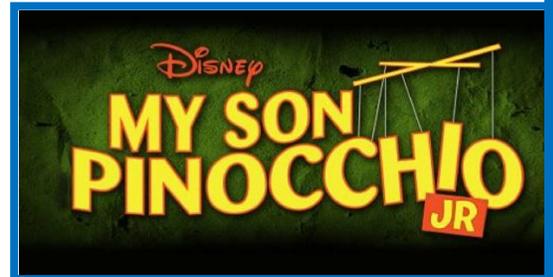
Last week the Fourth Grade went on a field trip to the Metropolitan Museum of Art. In Social Studies, they are learning American History and the significant contributions of Lewis and Clark. Because of this, I felt we could deepen the students understanding of this period by taking them to see the American Art Exhibition. Students were shown how people lived during this time and how art was used to portray life and historical events in the 17 & 1800's. There was an audible gasp when the student saw Emanuel Leutze's Washington Crossing the Delaware for the first time. The tour guide did an excellent job at getting the students to analyze the painting so that they understood how the composition and the symbolism made Washington look like a heroic figure. The Fourth Grade seemed to genuinely enjoy the trip and I feel expanded students understanding of this period in time.



## Grade 4-6 Fine Arts - Music

By: [Tom Heineman](#) (Music Teacher, Fine Arts Department, Chair)

Fourth through Sixth Grade students are involved in rehearsing for their Spring Musical, **My Son Pinocchio**. This telling of the tale puts a lot of emphasis on child-parent relationships and parental expectations. Fourth and fifth graders have been learning aspects of the story, themes, and characters through singing songs from the musical. One of the character's names in the production is Stromboli- also the name of an island along the Southern coast of Italy which has an active volcano. The students surmised that, within the musical, Stromboli might have a quick, uncontrollable temper based upon the name.



Each student in Sixth Grade has a character to play in the musical, and they are in the process of grasping and expressing their particular characters' personality and motivations. We discussed some of the roles and their behavioral traits: Gepetto is envious and self-centered and desperately wants to have a child, although his character changes and grows during the course of the musical to become more caring. The Blue Fairy is haughty and arrogant due to her perfect track-record when granting wishes. Stromboli is ambitious, greedy, yet noticeably batty. Sixth graders are striving to give emotional, communicative performances replete with mannerisms and traits reflective of their particular characters.



## **Grade 7 Math**

**By:** [Sarah Blakeley](#) (Mathematics Faculty)

Half of the Seventh Grade just took their geometry test today. We reviewed the Sixth Grade geometry topics, such as area, perimeter and surface area of triangles and rectangles. We went deeper into angles and angle relationships, and used our knowledge of algebra to solve for missing angle measurements. In Seventh Grade, students learn about the properties of circles. We had a great lesson where the students derived pi by measuring the diameter and circumference of a multitude of circular objects. Students also learned about pi and how it is used in the volume formula for cylinders, cones, and spheres.

Our final unit of the year is applied percents. Last year, the students learned about interest, tax, tip, and commission. For the month of May, the students will be learning about many financial topics most of us wished we had learned about before living on our own. Students will be assigned a salary. They will need to factor in student loans, savings and interest, federal and state taxes, rent, utilities, and daily expenses to create a livable budget as part of this project.

## **Grade 8 Math - Algebra**

**By:** [Lauren Little](#) (Mathematics Faculty)

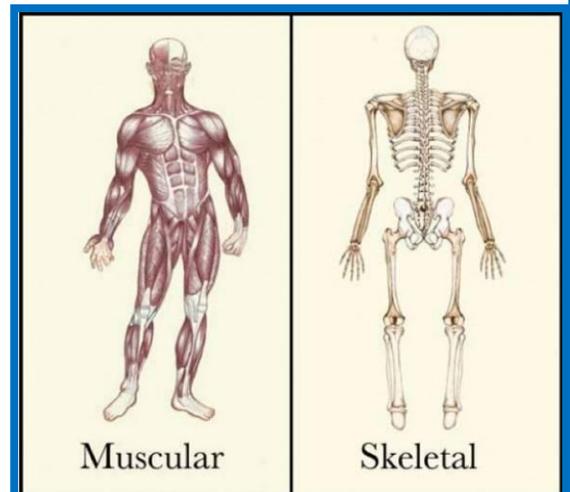
In Algebra Honors, the students recently started learning about quadratic equations. First, they learned how to solve quadratic equations by factoring, then they learned the quadratic formula which can be used to solve any quadratic equation. The students were interested in the quadratic formula, they wanted to know where it came from, so I took time in home room to show the students the derivation of the formula. Next, they will learn about graphing quadratic equations.

In Algebra, we just finished a unit on linear equations, they learned how to graph linear equations and identify certain aspects of linear equations such as the slope and x and y intercepts. Now, they are learning about square roots. We have covered simplifying square roots without variables, next we will cover simplifying square roots with variables, then we will move on to multiplying and dividing square roots.

## **Grade 9 Science**

**By:** [Lou Albano](#) (Science Faculty)

In Biology class, students have been learning about the human body by following a systems approach. Most recently students were exposed to the details of the skeletal and muscular systems. Students were reoriented with how closely these two systems work in sync. The three types of muscles were reintroduced to students. How muscles help move bones was discussed. Many of the students were unaware that human adults have less bones than a newborn. The process of ossification, that is the formation of new bones using osteoclasts, as well as the breakdown of bones by osteoblasts was discussed. Ligaments, tendons, and cartilage were incorporated in class discussions. Students also learned about osteoporosis, a terrible bone disorder when bones become porous and eventually break. Next week, we will continue with discussions on the circulatory and respiratory systems.





## Grade 11 and 12 English

By: [Christopher Vallario](#) (English Faculty)

For Contemporary Drama, we finished reading Lynn Nottage's *Ruined*, and we studied how wars are caused by economic ambition and extreme brutality. We learned about organizations like Friends of the Congo (FOTC), a 2004 advocacy organization based in Washington, who are working in partnership with Congolese to bring about peaceful and lasting change in the Democratic Republic of Congo. Our focus on Nottage's work is to raise consciousness of the painstaking tools of war.

For New York Literature and Research, our students are getting deeper into their final research projects where they are studying one NYC neighborhood. We have finalized their research questions, and they are including personal interviews as well as scholarly articles. They are learning the ropes and will be well prepared for college research.

## Grade 11 and 12 English

By: [Amira Booth-Soifer](#) (English Faculty)

"Psychology and Literature" students finished their reading of "Bel Canto," a novel about, among other things, the psychological effects of an extreme situation, with a marathon chess tournament (chess is a theme throughout the novel). As they had in their class discussions and groups activities, students took their work seriously, asked insightful questions, and were open to and able to learn from each other.

Since wrapping up our reading of "Bel Canto," students have launched right in to their creative explorations of the class's newest text, Ken Kesey's "One Flew Over the Cuckoo's Nest." Only a week and a hundred pages in thus far, students have already done character analysis through class discussions, offering their own insights, and completing a creative art project depicting the main characters. The students have enthusiastically embraced their new text, posting questions about the nature and complexity of institutions as well as offering strong character analysis. I look forward to continuing to explore the text with these creative and enthusiastic students!

In the 11th/12th grade "Short Stories" elective, students have read, compared and contrasted the Kurt Vonnegut story "Harrison Bergeron" with Shirley Jackson's "The Lottery." Through these texts, as well as Edgar Allan Poe's "The Tell-Tale Heart," students have been unpacking the notion of dystopian literature-- and what happens as dystopian fiction and reality begin to overlap. Students created a graphic novel version of "The Tell-Tale Heart," as well as carefully analyzing, discussing, and occasionally even acting out the texts. I look forward to exploring more genres of short stories with these enthusiastic students as the year continues.

