



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XX

"Cultivating Success in Every Child"

Friday, May 11, 2018



## ***Thoughts for the Week***

By **Richard Marotta, Ph.D., Headmaster**



One of the basic tenets of NAIS (National Association of Independent Schools) and of NYS AIS is that all schools create, sustain, and renew cultures within their institutional structures. These cultures define the heart of the school life and mission, and offer students, families, and teachers a context in which to function.

School culture emerges from the core set of beliefs that the school embraces and which are embraced by all members of that school community. The culture of a school can range from a culture of success, of intellectual seriousness, of individual worth, of diversity, of giving and of kindness. There are times when school culture may turn in a negative direction, such as when a school embraces a culture of conflict, of intolerance of others and their individual identities/ characteristics, of exclusion, or of a culture of meanness.

These negative cultures may result from subtle shifts within the school community, from individuals who do not share the common core values, or from external forces, such as a degenerating national culture. Whatever the reasons, schools can undergo moments of cultural crisis that the community will need to address.

In some ways, schools resemble families, which, at times, undergo a series of crises because of shift in the family's make-up. Oftentimes this shift can result from financial downturns, shifts in the primary relationships among member or from the addition of a new family member whose beliefs are outside of the core values of the family itself. Whatever the cause, the family will need to address the issue and resolve it for the good of all of its members.

Schools are no different. Like families, like children, schools are living, breathing organisms that occasionally undergo subtle shifts in the application of the core beliefs. This can happen for the very same reasons that it happens in a family. What independent schools do when a shift occurs is to address the issue through conversation, actions, calling upon members of the community to remember those values and what they mean to everyone. The beauty of independent schools rests with the freedom to make changes, to address issues and to resolve problems from within rather than from some outside intervention.

All of our schools have a central value system, just like our city, our state and our nation. Let's always remember the importance of those values, let's renew our commitment to the ideas that sustain us and let's always remember that without those values we risk losing our identity, our status and our worth.

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 returned your Agreement, thank you!**

**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:**

- **Thursday, May 17: Walk-A-Thon PLEASE COMPLETE AND RETURN PERMISSION FORMS! see p. 3 + 4**
- **Friday, May 18: Caumsett Trip and Sleepover for Grade 4**
- **Monday, May 21: Honor Society Induction**
- **Monday, May 21: Dance Recital @ 4 PM in the Gym**
- **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- "My Son Pinocchio Jr."**
- **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)**



#### ***From Michelle Sclafani - Garden Science/Math Departments Faculty***

I am climbing 1WTC again this year in memory of those fallen on 9/11. Donations will be collected again for the Stephen Siller foundation.

[Tunnels to Towers](#) started a stair climb of 1WTC with all proceeds going to the Stephen Siller foundation. The mission of the foundation is to honor the sacrifice of firefighter, Stephen Siller, who laid down his life to save others on September 11, 2001. We also honor our military and first responders who continue to make the supreme sacrifice of life and limb for our country.

On June 3rd, I will be climbing all 102 floors of the tower for a good cause for the fourth year in a row! If you would like to donate please click the link attached, all donations are greatly appreciated!

<https://www.crowdrise.com/o/en/campaign/willtoconquer/michellesclafani>

Thank you again!





# GARDEN SCHOOL WALK-A-THON

## THURSDAY, MAY 17TH

Greetings Garden Families,

The 2018 Garden School Walk-a-thon on Thursday, May 17th is an all day event where your child enjoys a fun-filled day with his/her classmates & other members of the Garden School Community!

The day begins with a walk to 90th Street! Upon returning, the children will enjoy food, music, cotton candy, outdoor activities, indoor activities and overall fun fun fun! This year, the lower division and upper division will be separated throughout the day to ensure safety. Details will follow shortly!

Also, we would greatly appreciate donations of water bottles to keep everyone hydrated! If possible, you may drop off your donation anytime in the office.

Attached please find the permission slip required, along with payment. If you don't send in the form and payment, your child will not participate and will remain in school. And please consider adding your family name/business name on the back of this year's amazing shirt!

Thank you all for your continued support.  
Please send in your permission slip no later than May 14th.



## GARDEN SCHOOL WALK-A-THON PERMISSION SLIP & PAYMENT FORM

### PERMISSION & PAYMENT

I, \_\_\_\_\_, give my child(ren) \_\_\_\_\_ in  
grade(s) \_\_\_\_\_, permission to participate in the WALK-A-THON on Thursday, May 17th.

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

**So that your child can enjoy all of the festivities & proudly wear a Garden T-Shirt, please enclose:**

- One Child: \$40 { }
- Each Additional Child: \$20 { }

### ADDITIONAL PARTICIPATION OPPORTUNITIES

Please mark with an {x} those you will generously be providing!

- Family Name on T-Shirt: \$100 { }

Name on Shirt: \_\_\_\_\_

- Business or Corporate Sponsorship: \$250/\$500/\$1000 { }

Corporate Name on Shirt: Email graphics to: [PTA@GardenSchool.org](mailto:PTA@GardenSchool.org)

Help the PTA defray costs by sponsoring a Walk-A-Thon activity! Additional Donation:

\_\_\_\_\_

TOTAL ENCLOSED: \_\_\_\_\_ Thank you for your support!!!

**Please attach/enclose cash/check made out to: GARDEN SCHOOL PTA**



# 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

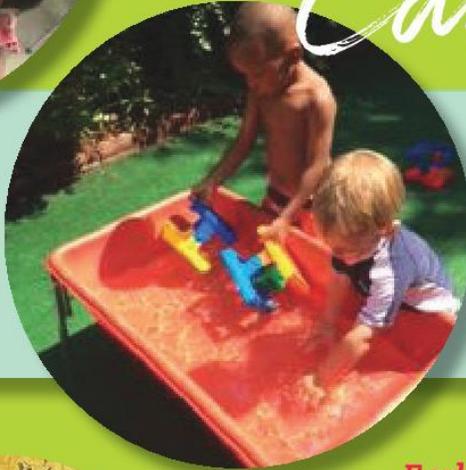


Register  
before we  
fill up!

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)



## **Gala News**

This year's Gala was a success with a record number of parents participating and in attendance. With that said, the Gala Committee would like to announce the winners of the Pool/Pizza and Ice Cream Sundae Class Participation Parties. The results are as follows.

- The Lower Division Pool Party is a tie. First Grade and Sixth Grade
- Upper Division Pool Party – Grade 9
- Upper Division Ice Cream Sundae Party – Grade 12

Our Gala photographs are back and are now posted. Take a look!

Gala page on Garden's website <http://www.gardenschool.org/gala/>

Gala Facebook Page <https://www.facebook.com/gardenschoolgala/>

Thank you and see you next Spring!

## **Pre-Season Summer Program!**

**for Garden School children currently enrolled in Grades N – 8th**

**June 11-June 15, 2018 and 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**

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**



## Pre-K For All - Math

By: **Hallie Tenenbaum** (PKFA Teacher)

The students have been learning all about plant in the month of May. Its finally spring, so they are able to finally see the flowers that are starting to bloom and the plants that are starting to grow. The children learned this week about different parts of the plants, such as, the stem, the petal, the roots, the leaves. They also learned that for a plant or flower to grow, it has to start from a seed.

The children worked on a flower, math puzzle and identified numbers 1-10. They were able to count the number of petals that were on the flower, and then stack how many circles correlated to the number they were working on. They all had a fun time either going in order or picking random numbers to work on.



## Nursery Language Arts

By: **Carmela Augello-Knopf**, (Nursery Teacher)

The nursery has enjoyed learning their abc's. Each day, we read many books to reinforce the letter being taught. They included: Lakeshore's Alphabet Readers, which focus on letter sounds, Lakeshore's Alphabet Books, which feature simple, repetitive text, Scholastic-Nonfiction Alphabet Readers, which tie each book to children's favorite topics with bright colorful pictures and finally the class favorite, The First Steps to Reading series by Jane Belk Moncure, which are simple and easy to follow and always consist of "filling a box".

After each letter, we put a corresponding letter on our "Chicka Chicka Boom Boom Tree Wall". We also added children's names to the appropriate letter. On the smart board, we listen to letter songs and play an interactive alphabet activity that identifies the letter, both uppercase and lowercase, this helps with the understanding of letter-sound correspondence by listening to a chant and recognizing beginning sounds. As follow-up lessons, we color alphabet worksheets, make puppets and do stencil letter painting to take home and review. The children love to sing along to the alphabet and *chicka chicka boom boom* songs on the smart board. All the books we read in our classroom, whether it's on the smart board or aloud, are brimming with words that begin with the target letter, so the children get plenty of exposure to each letter shape and sound.





## **Pre-K Language Arts**

**By: Eileen Reyes (Pre-K Teacher, Early Childhood, Dean)**

The alphabet has been studied in Pre-K since September. This week we completed all letters, both upper and lower case. Letter recognition is known by most students with many mastering sounds to symbol. Connections are made with initial sounds and ending sounds of words. Name recognition was practiced at the beginning of this school year; and now, in May, all students are tracing or writing their names. Many are reading high frequency words, and some are mastering story reading. The different abilities of the children are complimented as each classroom center is explored each day.

They collaboratively work as a team as they finish the school year. They leave with confidence and skills ready to face new endeavors of years to come. We will be reading *Only One You* by Linda Krantz, *Oh the Places You'll Go* by Dr. Seuss, and *I Wish You More* by Tom Lichtenheld.

## **Kindergarten - Language Arts**

**By: Lauren Yandow (Kindergarten Teacher)**

The Kindergarten students have been working hard on mastering their long vowel sounds as well as different vowel teams. This week we began discussing the long /o/ sound, how it can appear differently in words, and what other vowels can change its sound from short to long. Students learned that /o/ can be changed to a long sound by silent /e/ like in the word cone or toe, when in the vowel team /oa/ like in the word boat, or when next to the letter w like in the word bowl. Students also practiced writing the /oa/ vowel team by working together to complete a poem with the rhyming words boat, moat, throat, etc.

This week we also prepared for the holiday coming up, Mother's Day! Students worked very hard to create Mother's Day gifts which include handmade cards and flower pots that they painted and planted on their own. Students used their writing skills to write thoughtful messages to their mothers. We hope the mothers in our class enjoyed their gifts! Happy Mother's Day!!



## **Grade 1 - 3 Science**

**By: Michelle Sclafani (Math and Science Teacher)**

Our young scientists are wrapping up this school year and taking it to a different world! Transitioning from our forces and simple machines into space, we introduced two S.T.E.M projects for the grades.

First grade competed in the Gum Drop Tower, seeing who can build the best tower made out of gum drops and toothpicks. They quickly got themselves into some sticky situations once they discovered the gum drops were heavier than they originally planned on.

At this time, our second and third graders connected what they learned with about gravity and started thinking about space when they began their Parachute S.T.E.M Challenge. Using just a small grocery bag, string, pipe cleaner, and a toy. With 95% of our parachutes having successful landings by slowing the drop time to over 4 seconds!



After our S.T.E.M challenges, our young scientists quickly launched into space! First grade began learning about the Solar System and all the planets, as Second and Third grade reviewed the planets and started focusing on all of our lunar phases. Wrapping up the school year we will finish our Space units and take a close look at the eclipse that we all experienced this past summer!



### **Grades 4 - World Languages French**

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

We are learning to tell the time in French. Students enjoyed the circle game where they test their understanding of the time. Each student represents a number from 1 through 12. The spinner asks the time in French and pointed randomly at a chosen classmate.

### **Grades 5 - World Languages French**

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

We completed the vocabulary on household furniture. This past week, we learned the irregular verb "vouloir" and the vocabulary related to food.

### **Grades 6 - World Languages French**

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

We reviewed the vocabulary relative to weather and the days of the week. We also learned the auxiliary verb "avoir" and its expressions. Students expressed natural sensations with the verb "avoir"



## ***Fifth and Sixth Grade Washington D.C. Trip***

**By: *Phil D'Anna (Language Arts Teacher, Grade 4-6 Dean)***

Last week fifth and sixth grade students ventured on a three-day field trip through some of America's most historically significant sites. The journey began in Gettysburg, Pennsylvania, where students learned more about the Civil War. There students visited battlefields, saw where Yankee and Confederate leaders dwelled, and participated in infantry marching drills. From there, the classes made their way down to Washington D.C.



Once we arrived in Washington D.C., the class was able to explore so much of what the city had to offer. As we walked through the sunny streets of D.C. we were able to see the monuments and memorials dedicated to our country's rich history. At the Lincoln and Jefferson Memorials, the students saw the statues of men who set forth the ideals of our great nation. They remembered the casualties of war at the WWII, Korean, and Vietnam War memorials. Students appreciated the solemnity of the changing of the guards and wreath layings that they witnessed at Arlington National Cemetery and reflected on the atrocities of mankind at the Holocaust Museum. They ventured beyond our atmosphere at the Air and Space Museum, and they took a trip around the world as we drove down Embassy Row.

While the students learned about America's rich history, they were creating memories with their classmates. Whether it was time spent on the bus or walking through Washington D.C., splashing around in the pool or relaxing in the hotel room at the end of a long day, the fifth and sixth graders came home with a story to tell and an experience to remember.

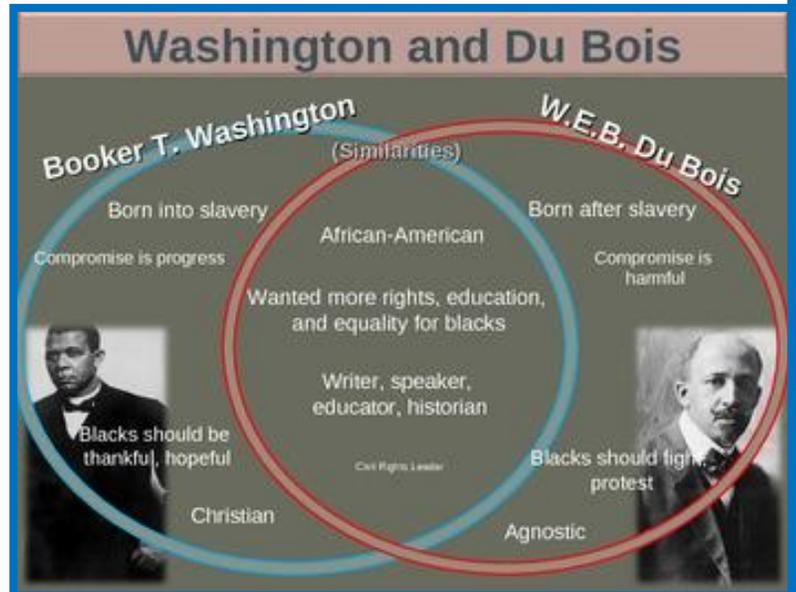


## Grades 7 - Social Studies

By: [Sarah O'Sullivan](#) (Social Studies Teacher)

Reconstruction was a turbulent period for the United States. President Lincoln and President Johnson created plans to reunite the country in an efficient manner. This led to bitter conflicts between the presidency and Congress. A situation we as Americans are all too familiar with. And yet they managed to create and pass three crucial amendments, the Thirteenth, Fourteenth and Fifteenth.

These great Amendments had a critical affect on the rights of American citizens. We then read an article comparing the ideas of Booker T. Washington and W. E.B DuBois as they spared over the paternalistic culture that developed in the New South after the Civil War. Students debated which approach was more effective and the importance of education and how this led to the creation of Historical Black Colleges.



Next we uncover the titans of industry that developed after the Civil War.

## Grades 8 - Social Studies

By: [Sarah O'Sullivan](#) (Social Studies Teacher)

Diverse topography of a region can have a profound impact on a nation's history. This is evident in Latin America. Students in Area Studies presented information on various places such as the Andes Mountains, Galápagos Islands and the Amazon River basin. In addition, they analyzed the political boundaries of this region. This foundation is critical as we embark on a study of the history of Latin America.

Students were impressed with the successes of the Maya, Aztec and Inca empires. They realized the impact of germ warfare as they learned the impact small pox had on the defeats of these great civilizations. Next we look at the influences of the Spanish empires on the indigenous people.

## Grade 9 - Writing

By: [Christopher Vallario](#) (Fine Arts Teacher)

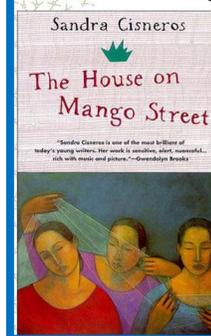
For Ninth Grade English, we finished reading Sandra Cisneros's *The House on Mango Street*. The students are working on their final projects, which range from selecting lyrics from music's past and present to analyze the themes in each of her chapters, to graphic design platforms like Google Sketch where students compose their own house similar to our protagonist, Esperanza, to researching and exploring two new female Mexican artists and connecting it to Cisneros's work, and researching undocumented immigrants with sources and relating it back to *The House On Mango Street*.





Within the guidelines, students can complete the project on their own or as a duo. The students who paired up now have experience collaborating and sharing half of the work load; all students are in the process of revising their final projects. In addition, we are going over how to research, how to use in-text citations, and how to compose a works cited page.

## *The House on Mango Street* by Sandra Cisneros



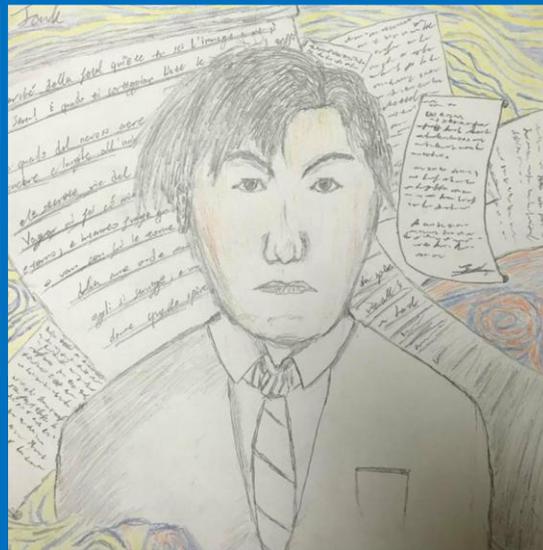
- ✦ This is a heartbreaking and hopeful book told by a young girl named Esperanza Cordero.
- ✦ Each chapter is a vignette that tells a poetic tale connected to her childhood on Mango Street.
- ✦ The story takes place in a barrio in Chicago. Esperanza dreams of the house she will someday have – her own house, not on Mango Street.

## **Grade 10 - Impressionist Art**

By: **Christopher Zelles** (Fine Arts Teacher)

The 10th grade Impressionism class has just completed their self-portraits. For this project, students learned the basics of how to draw a self-portrait, and the techniques impressionist painters used when creating their own portraits. Many of the students genuinely enjoyed the project and the results were fantastic.

For the next project, students are going to create a parody combining a famous impressionist painting with one of their favorite movies. My goal for the 10th grade is to learn more about the history of the impressionist movement while have fun at the same time. Many of students seem very excited about this project and I look forward to seeing the results. Here are some examples of the student's self-portraits.



## **Grades 11 and 12 - Physical Education**

By: **Flance Dervishi** (Chair, Athletics Department)

The 11th and 12th graders have both started their sport unit of Alaskan Kickball. This game prepares all students for the upcoming kickball related activities taking place outdoors starting next week. This week, 11th and 12th grade started class with cardio-based warm-ups, and have also had the option to do weight training with Mr D. We have also started playing our units all over again since students are thrilled to play soccer, basketball, volleyball etc. We have seen a huge confidence booster from students since the beginning of the year with these sports and the Weight Room. It's been a pleasure seeing the juniors and senior students interested in working out consistently throughout the year. In the next two weeks, we are hoping to be able to use the swimming pool.