



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XIX

"Cultivating Success in Every Child"

Friday, May 4 2018



Thoughts for the Week

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



This morning, as the seventh and eighth grades boarded the bus for their trip to *Adventure Park* where they will engage in a series of trust and team building activities including rope climbing and other obstacles, I was reminded again about the educational and developmental importance of trips in the lives of the students. Just Wednesday, the fifth and sixth graders returned from their trip to Washington, D.C. There, they engaged in a series of historical exercises to reinforce and to put into a real-world context their more academic classroom experience of American history. Only a few weeks ago, the seventh through twelfth grades returned from their excursion to Nantucket and, several weeks before that, the annual international trip returned from Italy after an eight day exploration of Italian cultural and Italian-European history. Throughout the year, other classes have taken trips to the local firehouse, to nearby farms, to the United Nations, to the Queens College library and the theatre and many more.

These opportunities to learn outside of the classroom create tangible experiences for students and allow them to more deeply understand their education and make their learning more meaningful and more relatable to their own realities. Within the curriculum and in the very process of learning in the classroom is the connection between learning and living. At Garden, our students study history or literature or science or languages in their classrooms; and it is important for the "primacy of learning" to know the 'facts' of history—the dates- the people-the trends. Yet, when our students travel to a museum, or to a French restaurant, or to the very city where the 'history' they learned was made, or to a country steeped in more than two or three thousand years of history, then the genuine connection between learning and reality is made. This connection is real, of course, it is palpable. The learning becomes authentic.

Learning outside of the classroom, or experiential learning, reflects the reality of our lives. Schools recreate learning and teaching moments through an academic lens. Moving beyond the classroom brings the student into direct contact with those ideas. I believe that the more our students travel outside of the classroom and experience learning through travel, educational trips, and through hands-on, experiential exercises, the deeper and more relevant is their education. We are fortunate to live in New York City, one of the most abundant places in the world for learning resources for every discipline. The more we use the world as our classroom, the more our students discover the authenticity and the joy of learning.

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:

- 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 - "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)
- Tuesday, June 12: High School Graduation @ 7PM



From Amira Booth-Soifer - Garden English Department Faculty

"Ku Kanaka: Stand Tall"

A new film by Marlene Booth (Mother of Amira Booth-Soifer)
National broadcast premiere May 7, 9 pm Eastern/8 pm Central
PBS World Channel

Streaming available from May 7:

<http://worldchannel.org/programs/episode/lusa-307-ku-kanaka-stand-tall/>

In August of 1969, 15-year-old Terry Young took a dive from the rock wall perch where he and his friends were messing around. Terry hit his head on sand in the shallow waters and in one split second, became a quadriplegic. Paralyzed from the neck down with only limited use of his hands and arms, he nonetheless graduated high school, college and as a PhD; competed as a wheelchair athlete; got arrested for the cause of Hawaiian sovereignty; and pioneered as a professor in the field of Hawaiian Studies.

Terry - who took the Hawaiian name, Kanalu ("the wave") - learned to value the life he lived rather than mourn the life he lost, using that same insight to offer hope to dispossessed Native Hawaiians. At the same time, he lived by the indigenous Hawaiian practice of kuleana - his responsibility to ask for help rather than go it alone as an American individualist.





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

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

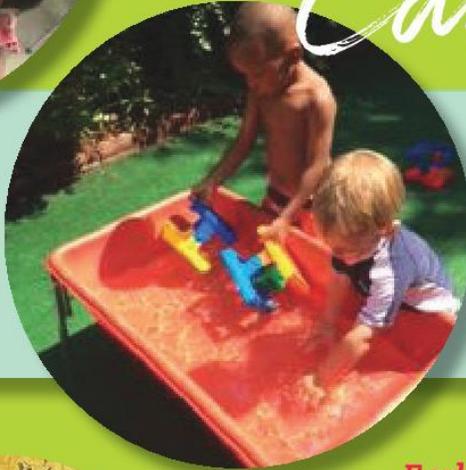


Register
before we
fill up!

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



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



**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

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

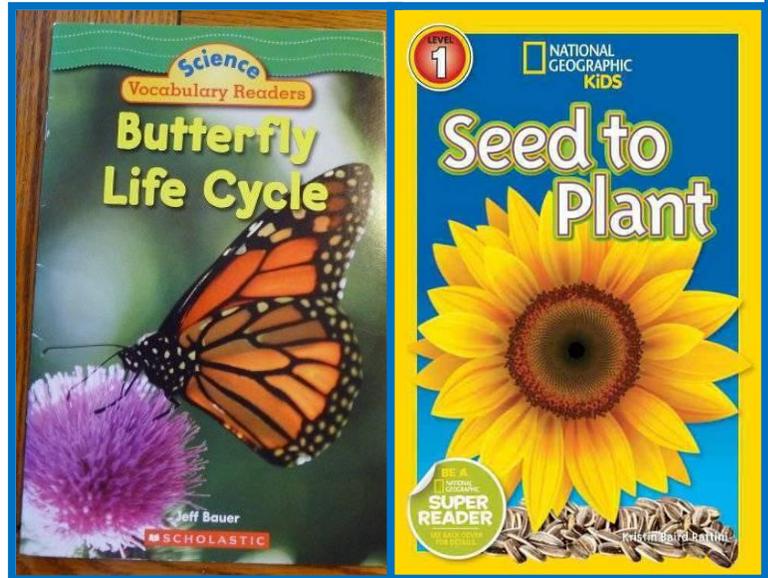


Pre-K For All - Science

By: Christine Vitiello (Pre-K for All Faculty)

During our month of May our students will be learning about "Plants". In this unit, students will be able to develop a concept and awareness of what plants need to grow. Throughout the unit students will identify seeds, roots, stems, leaves, flowers, and fruit. They will plant seeds and observe as they start growing. Students will learn that plants are living things that need sun, water, air, and nutrients to grow. Students will learn that we are living things as well.

We will also be observing the life cycle of a butterfly and how it transforms. This will give the students an opportunity to learn how much they have grown since September when they started school until now.



Nursery, Pre-K, Kindergarten Fine Arts - Music

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

Nursery students have been cutting the rug to some '50s and '60s Rock and Roll and R & B. Some of the dance moves they perform from that era are animal-related, like the Penguin, the Gorilla, the Monkey, and the Funky Chicken, but they are also able to do the Twist and several variations of the Swim. Keep dancing but keep that rug intact!

Students in Pre-Kindergarten and Kindergarten students play an important role in the upcoming Spring production of **My Son Pinocchio Jr.** They will open the show together singing 'When You Wish Upon a Star.' Kindergarten students produced very fitting motions to accompany the song that help bring the affair to life, and both grades really took to the song. Another tune which they are performing, 'Rise and Shine,' is very fast. However, by taking the piece slowly and working our way up to tempo, early childhood students are learning a valuable lesson about the way we practice in order to excel in performance endeavors.



Grades 1- Math

By: Kristen Ahlfeld (First Grade Teacher)

The first graders are exploring geometry and spatial sense. Spatial thinking skills and geometric reasoning help build problem solving skills. The students are using play based inquiry along with teacher direction to build configurations and structures with classroom manipulatives. As the students use shapes to compose designs, they are acquiring skills such as perspective taking, visualizing and patterning. Through exploration the children are creating a variety of intricate and



simple innovations that involve symmetrical and asymmetrical properties. They are naturally learning to slide, flip and rotate shapes in their creative building. Their hands-on experiences will help the students apply skills to further develop geometrical reasoning in their studies, and within the world around us.



Grades 2 - Math

By: [Paula Sirard-James](#) (Second Grade Teacher, Grades 1-3, Dean)

The second grade students have begun a unit on measurement. There are five stages involved in learning about measurement. "Students learn to measure by first becoming aware of the physical attributes of objects and therefore perceiving what is to be measured. When students have perceived a property to be measured they then compare object by matching, without the use of other tools of measurement. This comparison leads to the need for a measurement unit. Initially the unit may be chosen by the student from everyday objects" (like paperclips, markers, and shoes). "The use of informal or non-standard measuring units leads to the need for standard units for better precision and unambiguous communication."

After becoming familiar with some new vocabulary, especially metric measurements, the children got to work. The first hands-on activity was a scavenger hunt measuring objects around the room. The selected objects were put into categories. Each group of students recorded their measurements and later created a graph with their data. Next, the children designed their own monster to measure. Their task was to make a monster out of paper, and use both an inch and centimeter ruler to measure the width and height of different attributes of their creations. The children had a great time deciding what their creatures would look like, and then putting them all together. They were successful in recording the information for their magnificently measured monsters! In the coming weeks, second graders will learn about capacity, weight, and temperature. The children will have many more opportunities for hands-on exploration with measurement.





Grades 3 - Math

By: [Rachel Vidal](#) (Third Grade Teacher)

We are constantly surrounded by space and the shape of things. Because of this, it is important to be able to understand and have knowledge of spatial use. When we know how to apply and understand the relationship between shapes and sizes, we will be better prepared to use them in our everyday lives. Geometry will assist us in doing that; it provides the knowledge of how to deal with measurements and relationships of lines, angles, surfaces and solids. Some people think in shapes and sizes, others think with visual abilities. When visualizing, we need the understanding of geometry to be able to do that.

The thirds graders are beginning their geometry unit this week. To begin with, they will be learning about several types of lines and angles. Then they will be exploring a variety of two-dimensional shapes and how lines and angles make up those shapes. The third graders will also be working with triangles: right, equilateral, isosceles, and scalene. To spice things up, the children will be using pretzels and marshmallows to construct angles and shapes. They will be going on a "Geometry Scavenger Hunt" throughout the school, looking for angles and shapes inside the building. After which, they will get their creative juices going by creating "shape drawings" where they draw pictures using only specific geometric shapes. I think the third graders are really going to enjoy our upcoming math projects!



Grades 4 - Language Arts

By: [Phil D'Anna](#) (Language Arts Teacher, Grades 4-6, Dean)

Recently, the fourth grade has concluded its reading of another Andrew Clements novel, *Frindle*. An in-class project helped students to review the elements of a story — characters, setting, plot — while introducing them to essay writing. Together we constructed a four-paragraph essay that described the changes Nick Allan experienced a result of his new word, "frindle." Clements has so many great stories for young readers, and I encourage the students to pick up some more of his novels for leisure reading.

Now, the fourth grade will begin its final novel of the year, *My Teacher is an Alien*. This great science fiction piece pits the main characters, sixth graders Susan Simmons and Peter Thompson, against their new substitute teacher, Mr. Smith. Hoping to find their former teacher, Susan and Peter must work together to expose Mr. Smith for what he really is! The class is excited to see how these two students will uncover secrets and save their class from a dreadful fate.



This reading and writing unit will again feature summary writing and retelling of important information. Distinguishing the main ideas from supportive detail is what helps students to understand and follow a story's plot, and it also helps eliminate extra details from written responses. It is with this focus in mind that students should be reading and writing each day in class or at home. This is a skill set that will be invaluable to these young learners.

Grades 5 - Language Arts

By: [Phil D'Anna](#) (*Language Arts Teacher, Grades 4-6, Dean*)

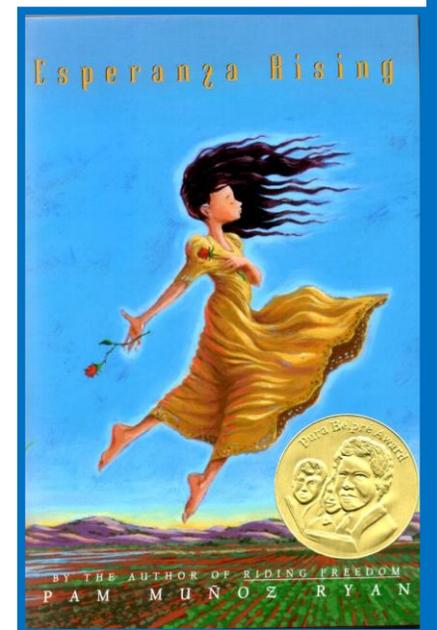
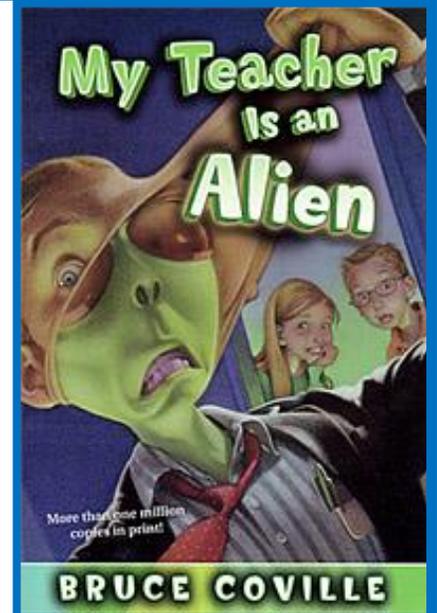
This year the class has read various novels that have taken us on different adventures. The Sign of the Beaver brought the class to the woodlands of Maine where two boys from different backgrounds unexpectedly became brothers. Wonder brought us back to Manhattan where we realized just how important kindness is. The Last Book in the Universe transported us to a futuristic dystopia where social classes divided the poor from the "perfect". This month the fifth grade will read its last novel of the year, *Esperanza Rising*, by Pam Muñoz Ryan. It is the story of a young girl who, with her mother, flees to California from Mexico. Sadly, they face a family tragedy, financial struggles, and social rejection. This heartfelt novel, like others we've read this year, highlights the importance of empathy, acceptance, and perseverance.

As the students work through this unit, they should continue to dedicate themselves to improving their reading and writing skills in preparation for sixth grade. They have been improving their abilities to draw conclusions, make inferences, and think critically about events of stories. They have practiced paragraph and essay writing in order to better learn to express their ideas. These are essential skills that will be fostered in each student as they grow to be independent thinkers.

Grades 6 - Language Arts

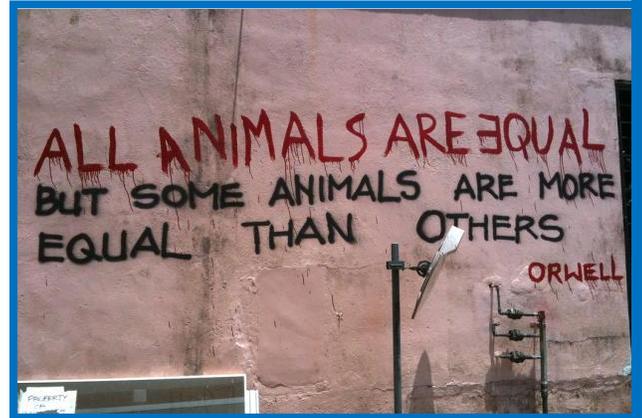
By: [Phil D'Anna](#) (*Language Arts Teacher, Grades 4-6, Dean*)

After weeks of studying the ideas and themes of utopia, equality, and freedom, the sixth graders have made a realization. They completed a group project whereby they created their own utopian societies. They were responsible for creating a set of principles, establishing laws, mapping the community, and envisioning life in their new worlds. But in doing so, they realized that perfection is impossible and true equality is only ever gained at the cost of great sacrifice, if it is ever achieved at all. It was a very interesting project that required students to think about what is important in life, the ills of our world, and how to correct them. It was so intriguing to see how each group presented a different society focused on different aspect of society.





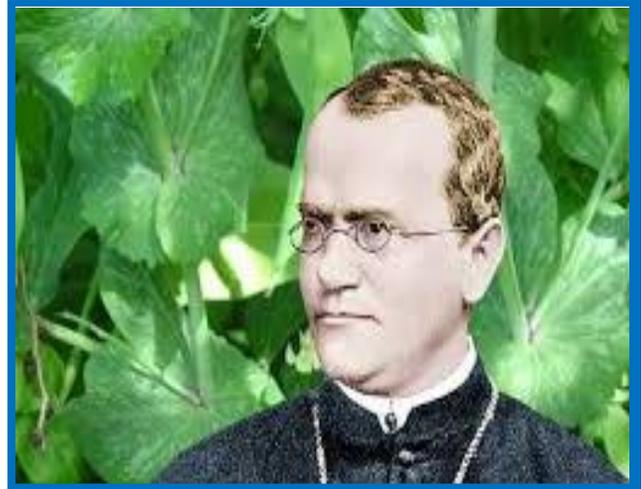
Now, the sixth grade is moving away from this unit of study and will begin its final novel, the historical fiction and satirical allusion *Animal Farm* by George Orwell. During this unit, the class will learn pieces of the Russian Revolution and the rise of Communism in order to better understand the symbolism used by Orwell. This sophisticated novel will encourage the class to make the connections between events of history that parallel the events of the novel.



Grades 7 - Science

By: [Lou Albano](#) (Science Teacher)

The seventh grade Life Science class has been focusing on the work that was initiated by Gregor Mendel, the “Father of Genetics”. The students were shown a biography on his life and work on the study of Genetics and heredity. Students were fascinated by his work ethics and brilliance by using his knowledge of probability to predict the outcome of genetic crosses using pea plants. Students were upset by the lack of recognition that he received for his tedious but accurate work. Students were then exposed to the study of the cells and inheritance in humans. Further class instruction focused on DNA and the way in which it codes for amino acids that are added to a growing chain of proteins. Students came to the conclusion that not all success is measured nor acknowledged immediately. We are still reaping the benefits of scientists that worked diligently many years ago.



Grades 8 - Science

By: [John Hale](#) (Science Teacher)

The 8th grade is in the midst of their investigation of waves, how they are produced, propagate, and how they interact with each other. To help with the understanding of these phenomena, they have been collecting glass pop bottles and will be using those bottles and filling them with water at different levels and then when they blow over them they will create music. They will need to discover the amount of water needed to make each specific notes. Once they have created an octave they must write and play a song for the class. This will be a fun and interesting investigation.

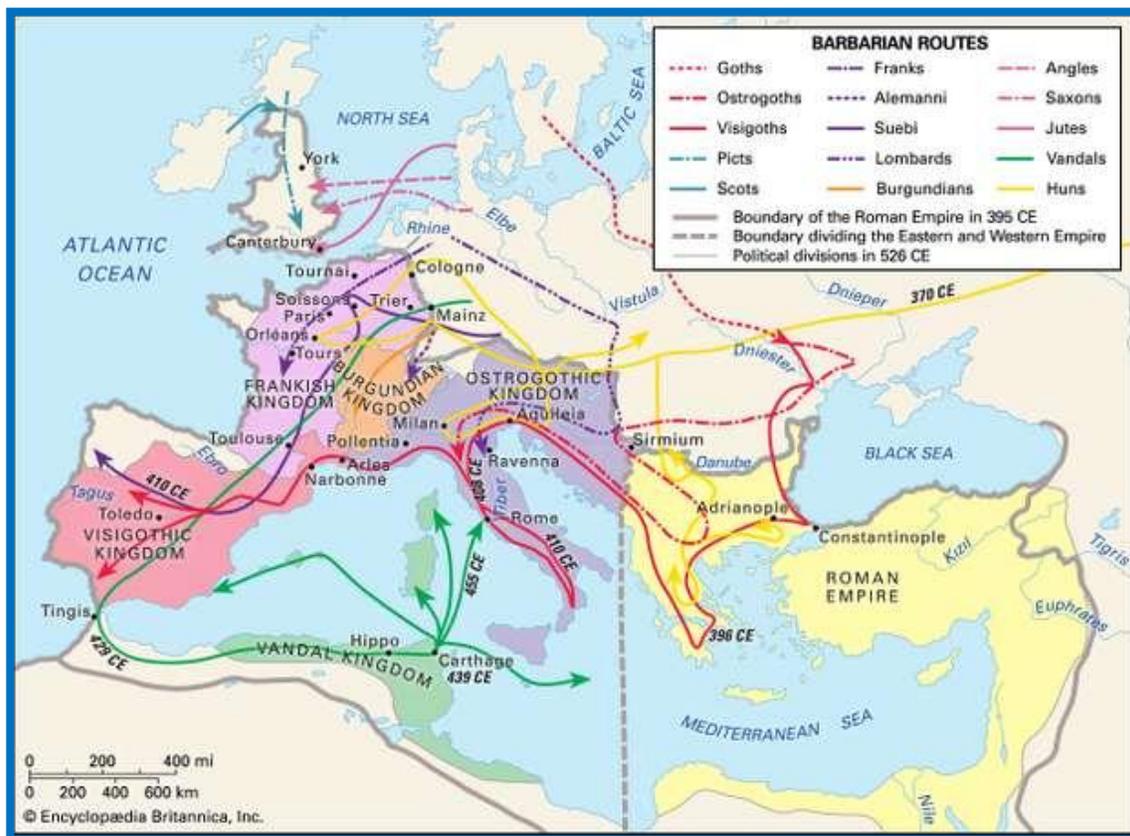




Grades 9 - Ancient and Medieval History

By: [Richard Kruczek](#) (History Teacher)

The class has just left the Roman Empire to its destruction at the hands of barbarians, the product of years of greed and poor management. How the barbarians ended up shaping Modern Europe is where we are currently. Enter the Franks - a marauding horde that dominated modern France, Belgium, Holland and part of Germany. With strong leadership, they staked their claim; but the truly interesting tale is their move towards civilization, in the form of a conversion to Christianity. The one holdover element of the Roman Empire, the spread among the barbarians led to their laying the foundations of Modern Europe. Add to the equation the monks who saved scholarship during the "Dark Ages," and it proves that every Dark Age has a silver lining.



Grades 10 - Modern European History

By: [Richard Kruczek](#) (History Teacher)

The class has bid adieu to the Treaty of Versailles, and is in the period "Between the Wars" - 1919-1939. This time period is a calamitous, depressing and dangerous period in history. It saw the rise of fascism in Europe (Germany and Italy), the rise of a violent, warmongering empire in the Pacific (Japan), said nations thrusting the world into war, and a worldwide depression that tested whether a democratic government could long survive. We know how the story ends; but in 1935, the future looked as bleak as ever a future had to that point in history.

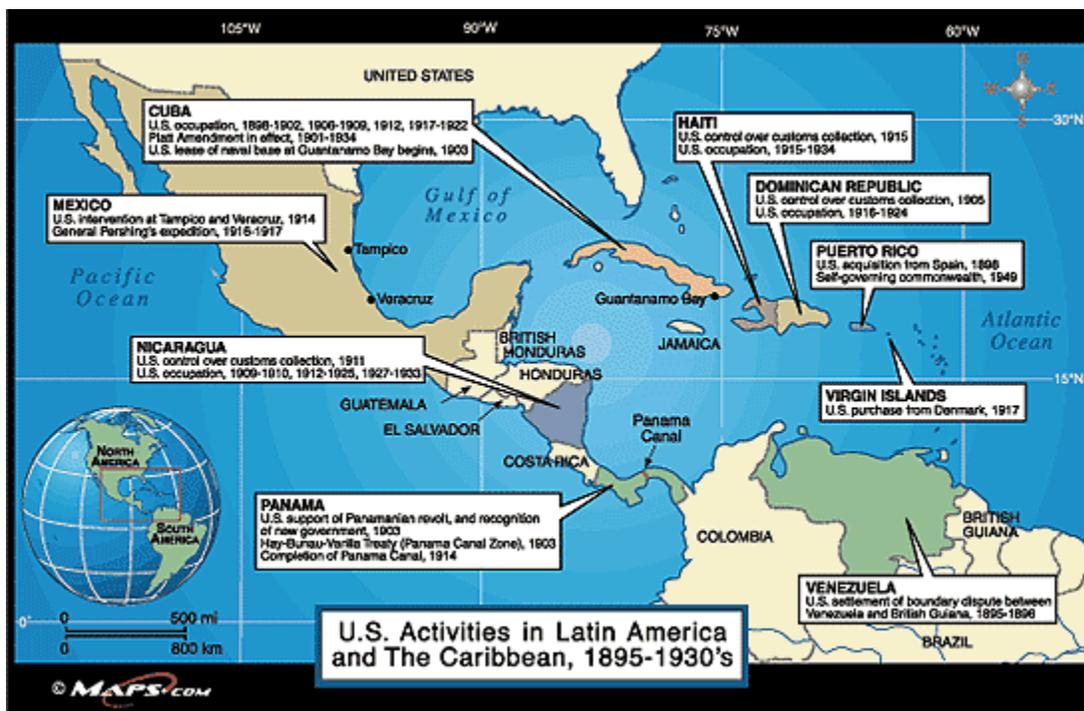


Grades 11 and 12 - World Languages - Spanish IV/AP

By: [Agustín Melara](#) (Chair, World Languages Department)

Having completed our unit on the Spanish Civil War, we will now focus on the complex political relationship between the United States and Latin America during the twentieth century. We will study the Cuban revolution and the impact it had in the Americas as well as the political reasons that forced thousands of Latin Americans to migrate to the United States in recent decades.

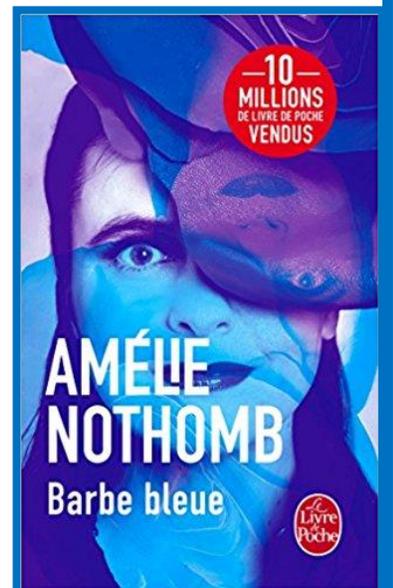
Students in French IV have finished reading, *Le Comte de Monte Cristo*. The class is currently reading works by Eugene Ionesco (1912-1994), poems by Jacques Prevert (1900-1977) and will soon start reading short stories by Guy de Maupassant (1850-1893).



Grades 11 and 12 - World Languages - French Literature AP

By: [Richard Marotta](#) (Chair, World Languages Department)

This quarter has been a very 'contemporary' one in AP French. We completed *L'amour sure trots* by Frederic Beigbeder, *Stupeur et tremblement* by Amelie Nothomb, and we have just begun *Barbe-bleue* also by Nothomb. We have been concentrating over the past few weeks in the development and the practice of contemporary French fiction and how it has become an important cultural and literary phenomenon in France. With the conclusion of *Barbe-bleue*, we will have completed eight full-length books in French in this course.





Garden School Music Conservatory Recital

Wednesday May 9 - 4pm

Garden School Library

Please join us in celebrating the hard work of our
wonderful musicians and singers!

Reception to follow

