



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XXIII

"Cultivating Success in Every Child"

Friday, June 1, 2018



Thoughts for the Week

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



In the May 25th edition of *The Chronicle of Higher Education*, Bianca Quilantan wrote an article about some of the potential issues and changes with majors that some colleges and Universities are considering for the future of their curriculum. The driving force behind her article stems from the apparent decline in traditional majors, such as English, history, philosophy and sociology. More and more, college and universities find themselves sustaining majors with very low enrollments. The trend seems to be more toward career-focused majors, such as accounting and computer technology.

Quilantan points out how some universities have made adjustments to continue to support the study of the humanities in the face of mounting pressure to create career-path majors that will lead students into the workforce and justify the enormous price tag for a university education.

Some colleges, such as The University of Illinois have 'combined liberal arts with computer science. Assumption College lets ailing majors die as it gambles on career-focused programs."

In Sunday's *New York Times*, Frank Bruni took on the topic and made some counterpoints to those of letting majors die or even letting them become a sub-category of more career-driven majors. Bruni points out that some colleges have paired majors, others have eliminated majors and others are considering 'eliminating academic majors as we have come to know them.'" Bruni's argument considers the issue from many sides and believes that, in his words, "traditional college majors are more important than ever."

My feeling is that, as educated human beings, we need to understand the intellectual tradition that has brought us to our current states of history, learning and thinking. Career pathways clearly mean a great deal to students and their families who are making a very large financial investment in their child's education. However, there should be no conflict between learning the grammar of a computer and learning the grammar of literature. We are as much thinking human beings as we are doing human beings. The idea that studying literature, history or philosophy is at odds with studying accounting, law, medicine or technology seems to me to be a false one.

Some of this conversation about eliminating the study of the humanities reminds me of Orwell's frightening vision of totalitarian mind manipulation in his stunning novel, *1984*. The more we are compartmentalized into a single area, the less we understand our lives as a whole. Having a career is obviously an important part of our lives; being able to think, to reflect and to evaluate the world around us is equally important. Yes, we are doers, but we are also thinkers. We need to reflect on our lives in ways that go beyond the immediate moment; we need to evaluate the language around us; we need to fulfill our potential as rational human being as our world becomes more and more irrational. We should never let the career trump our sense of intellect, of inquiry, of self-awareness. We need to study literature, history and philosophy just as much as we need to study technology, medicine and accounting. Einstein was scientist and philosopher, as were Newton and Copernicus. We owe it to ourselves and to our families to have successful careers; we owe it to humanity to cultivate our minds.

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:

- **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: Garden School Class of 2018 Graduation 7:00 PM**

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! Thank you again!

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



Congratulations to Kindergarten Teacher, Ms. Yadow!

We are proud and delighted that Ms. Yadow has achieved her Masters of Education degree in ESL from Queens College!





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

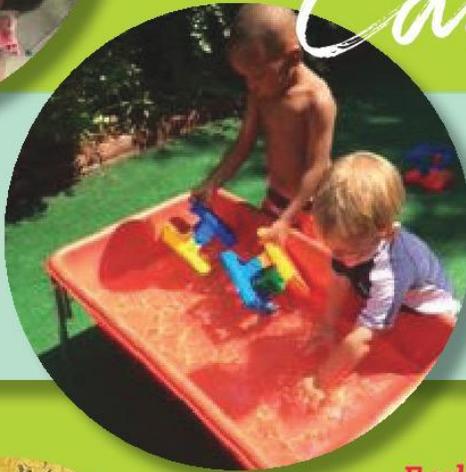


Register
before we
fill up!

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 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 Friday, June 1, 2018



Pre-K For All - Moving Up!

By: [Maria Victoria](#) (PKFA Coordinator)



As the school year comes to a close, students are getting ready to transition from Pre-Kindergarten to Kindergarten. In class, they have been learning about how the world around us changes and discuss the various ways that we grow and change. They have been looking at their physical development and have noticed that they are not only bigger in size than they were in September but that they are able to complete tasks that they were not able to complete at the beginning of the year. For example, some have learned to make friends, share, speak in full sentences, read, and some have even learned to tie their own shoes or at least try :). Either way, practice makes perfect, so we urge you to continue encouraging your children to practice at home or even on the go.

This past year, every child has shown growth not only physically, but also social-emotionally and in their cognitive development. They tried new things that they have not tried before; such as new tasks and activities, new foods and some even have emerged out of their shell and have made some new friends with all the future Pre-K For All students that have been visiting us and registering these past few days.

Over the last few days, as I walked through the classrooms I have heard students discuss Kindergarten and that they are growing and getting ready to leave their PKFA class behind. The conversations are so elaborate and they tell me everything... that they have lost teeth, traveled out of state, that they visited their new school, that their clothes don't fit and all the other wondrous things that come out of the mouths of children. They have come to realize that as they learn a little more and grow a little more, they are ready to venture out of their comfort zone and leave their old friends and school behind so that they may embark on a new transition to KINDERGARTEN and we wish them the best!

The PKFA Staff and Garden School has watched them grow and become their own individuals with strong wills and strong minds. We are proud to have played a small yet significant part of their development and wish them all a wonderful summer and best of luck in their future accomplishments!

Pre-K For All - Literacy

By: [Lauren Murray](#) (PKFA Teacher)

We are continuing to explore our study of plants and insects this week by focusing on why plants are important. The students have used their prior knowledge of the parts of a plant and where we can find them to further study how plants are important in various aspects. This included learning new vocabulary words for example; habitat, harvest and transform. "Transform" is especially an important vocabulary term, because as we come close to the end of the school year we have seen their transformation from September to now.

This week, we focused on literacy and the students listened to and looked at different texts about plants and insects. The students responded to the texts by drawing their favorite parts and answering questions related to the text.





Nursery Math

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

Nursery has finished their last unit of the school year, learning numbers 1-10. For every number taught, the children colored a corresponding page to take home and reinforce. We listened and sang to many different number songs on the smart board which incorporated some of our favorite characters. We read Number Tales by Teddy Slater. These books are tales that focus on a different number. They engage children to explore the numbers in the form of a story to help boost early numeracy skills. As we say good-bye, we should remember to reinforce all the lessons learned during our nursery school year!



Pre-K Math

By: ***Eileen Reyes*** (Early Childhood Department, Chair)

The last math unit of study for the Pre-K was measuring length using non-standard objects that are smaller than the object being measured as a measuring tool. The children were able to use their prior knowledge of math vocabulary and skills previously learned during this school year as they measured items and then counted the number of objects needed, using one to one correspondence. Comparisons of items being measured was also done as the students pointed out the shortest item or the longest item. They also practiced placing items from shortest to tallest or longest. The most fun was had when the children measured their classroom as a group, placing the longest rectangular blocks end to end.

These math skills, along with the literacy skills introduced this year should be practiced during the summer months in a casual way to continue their excitement of learning. Each Pre-K student has learned to be an explorer with a quest for knowledge which will help them in their future student careers.





Kindergarten - Math

By: Lauren Yandow (Kindergarten Teacher)

This week we have wrapped up our math unit on measurement and have moved forward to our last math unit of numbers 1 to 100! In order to learn about how to measure and the different types of measurements, students engaged in many hands-on activities with real objects. We used unifix cubes, rulers, and even paper clips to measure different things around our classroom as well as in our workbooks. We asked ourselves some math questions using new math terms: How many cubes long is a pencil? How many inches is the block center carpet? How many feet tall is the shortest student in the class? Students even took measuring tools home to assist them with their homework and to measure different objects at home.

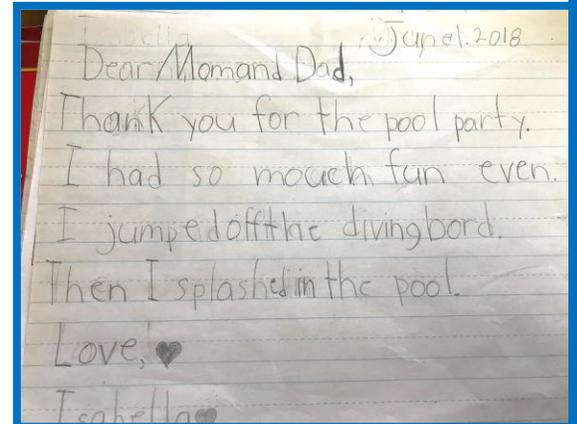
Our last unit which focuses on numbers up to 100 is perhaps the most important unit in order to prepare the students for First Grade math concepts! In this chapter, students are introduced to the hundreds chart and are challenged to fill in missing numbers as well as count on from very high numbers. Some of us have never counted all the way to 100 and it was exciting to discover some of the patterns within the hundreds chart columns and rows. We will also be learning how to count by 2's, 5's, and 10's using different groups of objects as well as our Cuisenaire Rods. These concepts using larger numbers will allow students to think mathematically and quickly when solving more challenging problems in First Grade. The students look forward to celebrating their graduation from Kindergarten next week and soon becoming lower school students of Garden School!

Grades 1 - Language Arts

By: Kristen Ahlfeld (First Grade Teacher)

Handwritten letters may seem antiquated since the revolution of computer technology. Most all people communicate through texts, emails and even face time. However, it is still important to be able to communicate on good old fashioned paper.

The first graders are learning the format of friendly letter writing. Composing a letter requires the student to think about a main idea, details and an introduction and a closure. The students are familiar with these components through expository writing and were asked to incorporate these skills into letter writing.



The first graders recently celebrated a pool party, as a result of our class parents' fundraising efforts for the Garden Gala. The children had an amazing time at the pool party, and wrote personal letters to thank their parents for their wonderful experience. The students were very excited to place their letters in an envelope and mail them off to their parents. There is still something special about receiving a personal letter in the mail.

First Grade at Queens Botanical Gardens 6/1/18



Grades 2 - Language Arts

By: [Paula James](#) (Second Grade Teacher)

The second grade students have been checking the mail each day, as they wait for their Flat Stanleys to return to Garden School. After we read a story called Flat Stanley, by Jeff Brown, we took a trip to the post office and mailed our own Flat Stanleys. They traveled all over the United States and many have returned with letters, postcards, and pictures of their adventures. The children have enjoyed receiving their letters and packages, and have enthusiastically presented their information about Stanley's travels to their classmates. Demonstrating their fantastic map skills, students identified Stanley's destination the map, and calculated the distance traveled. We have a running tally next to our map of the US in the room. Each Stanley that has been presented is on it, with a tag identifying the distance traveled from Jackson Heights. Please stop by and check it out.

Second Graders are also watching the mail, and waiting for their fairy tale books to be returned from the publisher. The children have worked hard and waited a long time for the books to return. They should be coming in any day, and we are expecting to have a publishing celebration on the last day of school. The students will have an opportunity to share and listen to each other's stories. It's going to be an exciting day!



Grades 3 Language Arts

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

As we approach the end of the year, the third graders are nearing the end of our literature book, Class Clown by Johanna Hurwitz. Throughout the year, the children have read books in different genres, but this is our first realist fiction book.

The story mostly takes place at school and the characters are very relatable. It has been interesting to see which students relate to which characters in the story. There's, of course, the class clown - the main character, the "teacher's pet," and a variety of friends with their own very distinct personalities. The story focuses on choices that Lucas, the class clown, makes throughout the school year, and how he deals with the consequences of his actions.





These scenarios have given us many opportunities to compare and contrast what Lucas does to situations that have happened or could happen in our own classroom. Throughout the book, the children have enjoyed making predictions; they have found Lucas' antics to be very funny and, at times, surprising. The children will be doing a writing assignment after we have finished reading the book. They will put themselves into the story, as the main the character – the class clown. They will have to decide if they choose the same path as Lucas does. What would be the consequences of these alternative actions? Afterwards, they will illustrate their "self-biographical" version of Class Clown and share their stories with the class. I'm looking forward to reading their stories!

Grade 4 - Science

By: [Marlene Dapice](#) (Science Department, Chair)

Students have been busy learning about sound and light. They have explored transverse and longitudinal waves as well as the relationship between frequency and wavelength. As many students are learning to play musical instruments, the concept of pitch and its relationship to frequency was discussed. The idea of the electromagnetic spectrum was introduced and reasons why we can only see the visible portion (white light) was introduced. The colors of the rainbow were reviewed and new terms, such as transparent, translucent, and opaque were introduced. Students should be able to tell you why a blue shirt looks blue as well as what happens to make an object look black or white.

Grade 4 - Caumsett State Park Field Trip

By: [Michelle Sclafani](#) (Science and Math Departments)

Thursday May 31st, the fourth grade voyaged out to Caumsett State Park in Huntington, Long Island for an Environmental Science field trip. At the park the fourth graders were able to observe animals in their natural habitat throughout the trails, pine forest, and seashore. Our first stop was by the horse stables, where the students were able to observe some horses galloping and hurdling over gates. Stopping for a break and a bite to eat, the students then walked to the seashore to look at all the different rocks, shells, as well as marine life that was present in the waters. After our short break, we headed back taking a different trail allowing the students to see the Carriage House, Winter Cottages, and Marshall Field III Mansion.

Our Caumsett State Park field trip is an important one as it prepares our fourth graders for next year when they have their trip to Camp Herrlich where they will be spending more time learning about environmental science and hands on activities!

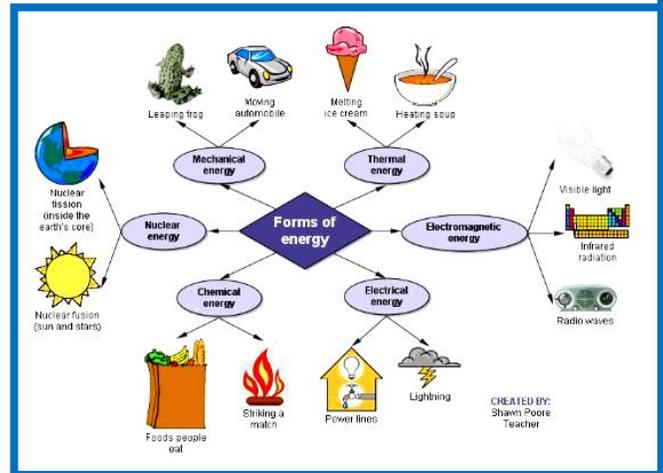




Grade 5 Science

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

As the end of the school year approaches, the fifth grade is trying to maintain their focus by studying about the forms of energy. Potential energy and kinetic energy have been an important part of our class discussions. The different forms of energy, such as sound, light, heat, or thermal energy have been discussed. Students have learned about pitch, frequency, and wavelength. The method by which sound and light moves were also discussed. The use of lenses, convex and concave were included in our discussions. Conduction, convection, and temperature were all part of our discussions. Students were fascinated with some of the forms that energy could be manifested. The fifth grade continues to work diligently!



Grade 6 Science

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

With only one week to go before the end of the year, the Sixth Grade science class has been working on coding. They first designed their own Robot that needs to run an obstacle course. Once finished with building the robot they will learn how to program the robot to run the course autonomously. They will get the chance to run their robots next week and we will see which group has the most effective robot.

G7 World Languages - Mandarin

By: [Kelly Jie](#) (Mandarin Teacher)

In this unit, 7th grade students will gain the ability to use age-appropriate expressions to identify and exchange information about common foods for breakfast in China and in the United States. This unit reviews vocabulary for fruit, snacks. Students will be able to connect to previously learned units in order to further reinforce the vocabulary learned here. Initially, students interpret and react to food items in the pictures. Then, they will interact with their teacher and classmates by asking and telling about their favorite breakfast and compare it with lunches for children in China. Students will identify healthy foods and learn about the food pyramid. At the end of this unit, students will select healthy food for breakfast and make a healthy breakfast meal plan.

G7 World Languages - French

By: [Gabriel Gomis](#) (French Teacher)

French 8 learned the conditional last week. A tense that expresses possibility, probability or hypothetical events in some cases. We also reviewed for the upcoming final exams. Among the subjects we covered were the future tense, the imperfect, the conditional, the relative pronouns, the possessive adjectives, Victor Hugo's poetry, text comprehension, vocabulary...



G7 World Languages - Spanish

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

The Seventh Grade Spanish class has come a long way since its first lesson on cognates in September. In retrospect, it is personally gratifying to witness how this enthusiastic group of seven has since acquired the vocabulary skills necessary for conversation, the proper use present tense, prepositions of place, the formation of adjectives, gender recognition of nouns, and the past tense to discuss activities performed in the past.

The learning of a second language is a long process that requires dedication, curiosity about the language and culture, and practice in and out of the classroom. With Final exams upon us, the Seventh Grade Spanish class is determined to do well as they look forward to a new start in September.

Grade 9 and 10 Physical Education

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

We just finished our unit of Alaskan Kickball which has similar rules like Wiffle Ball but you can tag someone with the ball to get them out. We had playoffs and the championship. The students enjoyed this unit very much and as teachers we got to participate with them to make it more interesting for them. Now that we are wrapping up the year we are taking them outside to the pool to enjoy themselves before their final exams. It was a pleasure this year teaching the 9 and 10th graders and I hope to see you all in September. Enjoy the summer!

Grade 11 - AP United States History

By: [Richard Kruczek](#) (*History Faculty*)

The AP students have completed their course requirements! The big day came on May 11, when all 17 students took the AP exam. It was a long, arduous journey to get to that point, from Wednesday morning classes to the dreaded triple period. But through it all, they did their jobs, kept their eyes on the prize and did everything I asked of them - and well. They are an incredible group of young thinkers, and it was an honor to teach them. Well done!

Grade 12 History - Economics

By: [Richard Kruczek](#) (*History Faculty*)

The Econ students have completed their course requirements! The culmination of their year, as every year, was the Real Estate Project. In groups of 4 and 5, they were assigned a neighborhood, and were to report to the class on the following: history, demography, pricing and "the crystal ball": a prediction of where pricing and demography will trend for the next 10-20 years, based on their information. The presentations, and the 15-page papers that accompanied them, were wonderful. It was a lovely way to end the campaign.



Garden School Summer Camp 2018

Early Childhood Registration Form (Ages 1.5 – 6)

Is this your first time enrolling in Garden's Summer camp? Yes No

Student Name: _____

Grade in Sept. 2018: _____ Gender: _____ DOB: _____ T-Shirt Size: _____

Home Address: _____

Apt #: _____ City: _____ State: _____ Zip Code: _____

School: _____

Mother/Guardian: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

Home Address (if different): _____

Father/Guardian: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

Home Address (if different): _____

Emergency Contact 1: _____

Phone: _____ Alternate Phone: _____

Emergency Contact 2: _____

Phone: _____ Alternate Phone: _____



Return completed forms in-person at the Garden School Front Office, email a copy to camddirector@gardenschool.org, or fax to (718) 565-1169

Prices Full Wk/Mon-Fri	Prices Per Day	Extended Day	Weekly Bus Transportation
8 Wk Full Day Discount \$4,500	Per Full Day \$150	7:30 -9:00 AM \$8 per day	Two Way \$125
Per Wk Full Day \$600	Per 1/2 Day AM/PM \$80	4:00 - 6:00 PM \$10 per day	One Way \$80
Per Wk 1/2 Day AM/PM \$370			Partial Week Prorated
Second Child Discount 10%			

(A non-refundable deposit of \$600 secures your child's place. Balances must be paid before start date.)

Select your program: **Nursery (Born 2014, 2015, 2016)** **Junior 3/4 (Born 2014, 2015)** **Junior 5/6 (Born 2012, 2013)**

Use the charts below to customize your schedule. Circle the options that work best for you

Wk 1 (June 25-29)	Wk 2 (July 2-6)	Wk 3 (July 9-13)	Wk 4 (July 16-20)
M-F M Tu W Th F	M-F M Tu W Th F	M-F M Tu W Th F	M-F M Tu W Th F
Full Day	Full Day	Full Day	Full Day
Half Day (AM)	Half Day (AM)	Half Day (AM)	Half Day (AM)
Half Day (PM)	Half Day (PM)	Half Day (PM)	Half Day (PM)
Extended Day AM	Extended Day AM	Extended Day AM	Extended Day AM
Extended Day PM	Extended Day PM	Extended Day PM	Extended Day PM
Wk 5 (July 23-27)	Wk 6 (July 30-August 3)	Wk 7 (August 6-10)	Wk 8 (August 13-17)
M-F M Tu W Th F	M-F M Tu W Th F	M-F M Tu W Th F	M-F M Tu W Th F
Full Day	Full Day	Full Day	Full Day
Half Day (AM)	Half Day (AM)	Half Day (AM)	Half Day (AM)
Half Day (PM)	Half Day (PM)	Half Day (PM)	Half Day (PM)
Extended Day AM	Extended Day AM	Extended Day AM	Extended Day AM
Extended Day PM	Extended Day PM	Extended Day PM	Extended Day PM

Parent/Guardian Signature: _____

Totals: Full Wk/Mon-Fri		Totals: Per Day	
Full Days	# weeks =	Full Days	# days =
Half Days AM	# weeks =	Half Days AM	# days =
Half Day PM	# weeks =	Half Day PM	# days =
Ext Day AM	# days =	Ext Day AM	# days =
Ext Days PM	# days =	Ext Days PM	# days =

Registration Date: _____ Total: \$ _____ Down Pymt: \$ _____ Balance: \$ _____ Bus: Yes No

OFFICE USE



Garden School Summer Camp 2018

Specialty Program Registration Form (Ages 7-13)

Is this your first time enrolling in Garden's Summer Camp? Yes No

Student Name: _____

Grade in Sept. 2018: _____ Gender: _____ DOB: _____ T-Shirt Size: _____

Home Address: _____

Apt #: _____ City: _____ State: _____ Zip Code: _____

School: _____

Mother/Guardian: _____

Home Phone: _____

Work Phone: _____

Home Address (if different): _____

Father/Guardian: _____

Home Phone: _____

Work Phone: _____

Home Address (if different): _____

Emergency Contact 1: _____

Phone: _____

Emergency Contact 2: _____

Phone: _____



Return completed forms in-person at the Garden School Front Office, email a copy to campdirector@gardenschool.org, or fax to (718) 565-1169

Prices Full Wk/Mon-Fri	Prices Per Day	Extended Day	Weekly Bus Transportation
8 Wk Full Day Discount \$4,500	Per Full Day \$150	7:30-9:00 AM \$8 per day	Two Way \$125
Per Wk Full Day \$600		4:00-6:00 PM \$10 per day	One Way \$80
Second Child Discount 10%			Partial Week Prorated

(A non-refundable deposit of \$600 secures your child's place. Balances must be paid before start date.)

Select your program: **7-9 Years of Age** **10-13 Years of Age**

Use the charts below to customize your schedule. Circle the days you will attend and 1 or 2 specialties per week.

Wk 1 (June 25-29) M-F M Tu W Th F Culinary Arts Dance Jewelry Making Soccer	Wk 2 (July 2-6) M-F M Tu W Th F Culinary Arts Dance Architecture Soccer	Wk 3 (July 9-13) M-F M Tu W Th F Fine Arts Musical Theater Ham Radio Basketball	Wk 4 (July 16-20) M-F M Tu W Th F Fine Arts Musical Theater Ham Radio Basketball
Wk 5 (July 23-27) M-F M Tu W Th F Fine Arts Circus Arts Math Games Basketball	Wk 6 (July 30-August 3) M-F M Tu W Th F Fine Arts Circus Arts Math Games Basketball	Wk 7 (August 6-10) M-F M Tu W Th F Graphic Novel Dance Lego-Robotics Soccer	Wk 8 (August 13-17) M-F M Tu W Th F Graphic Novel Dance STEAM Soccer

Parent/Guardian Signature: _____

OFFICE USE			
Totals: Full Wk/Mon-Fri		Totals: Per Day	
Full Weeks	# weeks =	Full Days	# days =
Ext Day AM	# days =	Ext Day AM	# days =
Ext Days PM	# days =	Ext Days PM	# days =

Registration Date: _____ Total: \$ _____ Down Pymt: \$ _____ Balance: \$ _____ Bus: Yes No