



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XIII

"Cultivating Success in Every Child"

Friday, December 18, 2015



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



As we prepare to break for the winter holidays, I realized that almost half of the school year has quickly transpired. At a meeting last night, some heads of school and I were discussing the speed with which the school year unfolds and how rapid and dynamic the teaching is within these first few months of school. More and more of our discussion focused on teaching—its pacing, its dynamism and its challenges.

I have been thinking about this for a long time and have been teaching and observing teaching for many years in many different schools. This 'act' that we call teaching has many sides to it, none more important than the interaction between teacher and student. Yet this in itself can have many faces to it as well. Perhaps some of the basic context for the activity comes from the etymology of the word 'teach', which emerges from an Anglo Saxon word meaning 'to show.'

I suppose that the etymological meaning of 'to show' touches upon the role of teacher in a very static way. Showing characterizes a more traditional and conventional approach to teaching that assumes a degree of certainty in the teacher's knowledge. It also suggests that there is a fixed body of material that the teacher can 'show' by a method of presentation that is clear but distant. Yet we use the idea of "show," such as a movie or a documentary, throughout our culture to share what we know, to demonstrate a process or to enlighten our audience.

Perhaps etymologies give us the origins of the word with the understanding that a word itself is not static; it evolves with the thinking that uses it and re-imagines it in terms of its own needs and goals. 'Showing' in our culture and school does not encompass the art of teaching that supports and fulfills our mission. We have defined teaching in a more dynamic way: engaging, motivating, inspiring, guiding, learning. As a teacher, I realize that I have to show a certain amount of 'material;' I also know that that is not enough. I know that I also need to inspire students to 'own' the importance of a subject or an idea. I know that I need to motivate students to move out of themselves or into themselves at any given moment. I know that I need to learn from the students as well as 'show' them what I think I know.

My point is that teaching has moved beyond its etymology into a more dynamic, fluid and esthetic reality. Teaching touches upon the communal nature of our identities, upon the shared and agreed upon body of knowledge, upon the undiscovered body of knowledge that is waiting to be uncovered through exploration. Teaching can reach into each one of way and help us discover our own identity within a very complex and plentiful world. Teaching is a response to life.

I wish everyone in the Garden School community a very Happy Holidays!

Garden School General Assembly, Thursday, January 21st at 7:00 PM



Making The Difference

Dear Garden Families:

As the year comes to an end, the Board of Trustees would like to thank all who have contributed to the Annual Fund and who support Garden School every day of the year. Garden families exemplify the true spirit of giving and that generosity comes in so many, much appreciated forms.

The Board has set priorities for necessary school improvements that your giving to this year's Annual Fund will help support. They include:

1. Technology infrastructure upgrades
2. Physical plant upgrades such as replacing courtyard windows

Our mission remains to make the difference in your child's educational experience. And, we are doing just that. Of course, the proceeds from the Fund extend far beyond the classroom and include many practicalities that are making our facility a high functioning educational center.

Should you wish to make a donation prior to December 31st, it would be most appreciated. But, remember, the Annual Fund extends throughout the year. It is a continuous effort to enhance our children's lives.

We will keep you updated on the Fund's progress and keep you current on the improvements made. We look forward to seeing parents at the General Assembly on Thursday, January 21st.

Thank you for supporting us in every way! Happy Holidays!

Board of Trustees, Garden School

We are "Garden Grateful" to our Annual Fund donors!

Visit our [Donor Recognition Page](#)

There is still time to qualify for a tax-deduction before the end of the year!

Help us ensure that Garden remains a strong organization financially and worthy of our reputation as the finest independent school in Queens. Thank you!

[Donate Now](#)

(Please participate. No gift too big or too small!)



DATES TO REMEMBER:

- Monday, December 21 – Friday, Jan 1: School Closed for Winter Break
- Monday, January 4: Classes Resume
- Thursday, January 14 – Thursday, January 21: Upper Division Midterm Exams
- Friday, January 15: Lower Division Pajama Day
- Monday, January 18: School Closed for Martin Luther King Day
- Friday, January 22 : Marking Period 2 Ends
- Thursday, January 28: Report Cards Distributed
- Friday, January 28: Report Cards Returned
- Friday, January 28: Movie Night for Lower Division

Athletic Department Game Schedules

Girls Varsity Basketball

Day	Date	Opponent	Location	Time
FRI	1/11	MMD	HOME	4:45
MON	1/13	LREI	HOME	5:00



Girls Middle School Basketball

Day	Date	Opponent	Location	Time
THUR	1/7	BFS	HOME	4:00
TUE	1/12	DWIGHT	HOME	4:45
THUR	1/14	CHURCHILL	HOME	3:45
WED	1/20	BWL (NL)	HOME	3:30



Boys Varsity Basketball

Day	Date	Opponent	Location	Time
MON	1/11	MMD	HOME	3:45
WED	1/13	BWL	HOME	3:45
FRI	1/15	CHURCHILL	HOME	4:00
MON	1/25	CHURCHILL	AWAY	4:00
THUR	1/28	YORK PREP	Away	4:00



Boys Junior Varsity Basketball

Day	Date	Opponent	Location	Time
Tue	1/5	BWL	HOME	3:45
Wed	1/6	York Prep	HOME	4:00
THUR	1/7	BFS	AWAY	4:00
TUE	1/12	DWIGHT	HOME	3:45
THUR	1/14	CHURCHILL	HOME	4:45
WED	1/20	BWL	HOME	3:45



Boys Middle School Basketball

Day	Date	Opponent	Location	Time
Fri	1/8	BFS	HOME	4:00
Wed	1/13	BWL	Basketball City	4:15
Tue	1/19	Browning	HOME	4:00





Garden School PTA

By: Maria D'Amore (PTA Secretary)

*May the beauty of the holiday season
bring joy to your heart!
We thank you for all of your support...
Happy 2016!*

Garden PTA



Model United Nations Conference, December 2015

By Lea Marie M. Tenth Grade Student

On Saturday, December 12th, Garden's 8-person Model United Nations team made their way to Bronx Science High School for their last conference of 2015. The halls were noisy with students and the grand auditorium held the over 500 students who participated from schools around the city. It was an exhilarating experience to walk into a large school full of teens with a passion for world peace and cooperation, and who came so early on a Saturday morning so that they might instill solutions to better the world.



To galvanize them, two speakers came from the United Nations Headquarters. The Secretary General of the SciMUN program spoke of her experience in the heart of the Mumbai attack, while another about his journey from a bankrupt Malay family to a UN tour guide and informant. The whole auditorium listened intently; everyone was filled with compassion by their words. After the speeches, the students were directed to their conference rooms.

At the end of the 8-hour day, awards were given out. Garden's members represented either Greece or Ecuador in the two General Assemblies, the United Nations Environmental Programme, the United Nations Development Programme, the United Nations Office on Drugs and Crime, the World Health Organization, the Suez Canal Crisis, the Commission on Crime Prevention and Justice, and the World Bank. Topics covered ranged from piracy to Palestinian-Israeli border disputes, 3D organ printing, solar flares, slavery, and human smuggling.

A trophy mallet is given to the best delegate, and an Honorable Mention certificate is given to the second best speaker. As Greece's delegate in the United Nations Office of Drugs and Crime (UNODC), I led efforts to solve the problems of maritime piracy, illegal fishing, and smuggling by proposing the creation of a United Nations maritime force. For this, I was awarded with an Honorable Mention. Despite the belief that there is a dearth of smart and concerned students, it seems that there is hope that the world can be made better.





College Counseling

By: Lisa Sohmer, Director of College Counseling & Upper Division Coordinator

Congratulations to the seniors who were admitted to college this week!

Alex A. - LIU/Brooklyn, **Nathan A.** - LIU/Brooklyn, **Antonio B.** - Hofstra University and LIU/Brooklyn, **Cesar C.** - LIU/Brooklyn, **Zach L.** - LIU/Brooklyn, **William M.** - LIU/Brooklyn, **Valentina M.** - LIU/Brooklyn, **Cheyenne R.** - LIU/Brooklyn, **Michael V.** - U of Hartford's Hartt School of Music, **Annie X.** - LIU/Brooklyn, **Tina X.** - LIU/Brooklyn

Most of the senior class will finish submitting applications over the winter break and decisions will continue to arrive over the next few months.



Garden School Pre-K For All Program

By: (PKFA Teacher)

In the PK For All program, children continue to build background knowledge exploring our thematic unit on “Where we live”. This week, children are learning about where animals live, animal homes, how animals make their homes as well as different types of pets and how some animals live with people.

We started this week by welcoming a new pet, a Betta fish to our classroom. After several name suggestions and a vote, the children named our Betta, Strawberry. We also discussed other animals that live in water as well as how to care for Strawberry. In our science center, children observed Strawberry and drew representations of him on white paper. They practiced writing “A” for animal or “F” for fish and in our art center, children made their own fish using paper plates, a mix of tissue paper colors and glue to complete their underwater artistic creations.



During our read aloud of *The Mitten*, by Jan Brett, children counted the number of animals that were able to fit into the mitten in the story and compared the sizes of each animal. In the math center, they replicated the story by using animals from our block center and counting how many they could fit into mittens provided. When they felt they could not fit any more animals in their mittens, they drew their own mittens on construction paper, wrote the number and used their fine motor skills to cut out their mitten.

Early Childhood

Nursery - Social Studies

By: Carmella Knopf (Nursery Teacher)

December is a very exciting month in Nursery. We learned about Hanukkah, Christmas and Kwanzaa, which are some of the holidays we celebrate. We colored menorahs, dreidels, kinaras and made Christmas tree puppets. We talked about the customs and traditions. On the smart board, we listened to different holiday songs and our science cooking project was cutting bananas and strawberries to make fruity red and white candy canes.

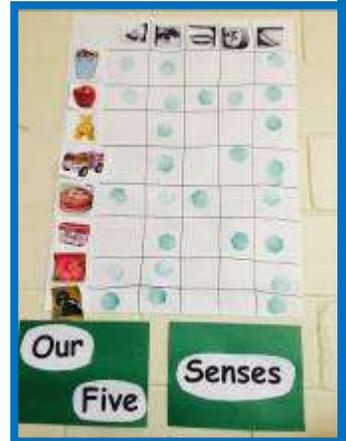




Pre-Kindergarten - Science

By: Eileen Reyes (Pre-Kindergarten Teacher, Dean of Early Childhood)

The past couple of weeks, the Pre-Kindergarten has been studying the five senses in science class. They have been demonstrating knowledge about the five senses and what they do by: practicing sorting photos by the senses used to describe them, describing an object three ways using different senses, and answering questions in a game on the Smart board called *5 senses treasure hunt*. During center time each day, the children have been using their senses to gather, explore, and interpret information. They have been asking questions and making predictions based on observations and manipulation of things and events in the science center. We have displayed a large size graph of *Our 5 Senses* that is hanging on the wall in our classroom. We read *My Five Senses* by Alikei and *My Senses Work for Me* by Deborah Plona Cerbus & Cheryl Feichtenbiner Rice.

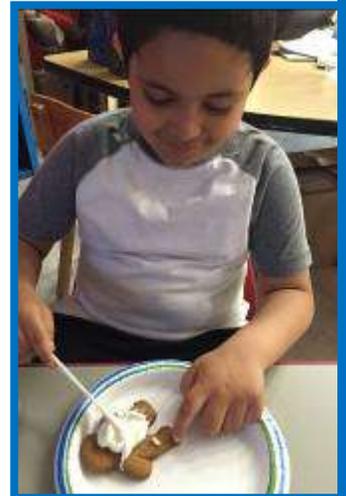


Kindergarten - Science

By: Kristen Ahlfeld (Kindergarten Teacher)

In kindergarten this week, we incorporated our gingerbread theme into our science lesson. We have read many versions of the Gingerbread Man including "*The Gingerbread Girl*", "*Gingerbread Friends*", "*Gingerbread Cowboy*" and "*Gingerbread Baby*".

In each of the stories, we compared and contrasted the story plots. A common theme we discovered was that the gingerbread person needed to cross the river. We hypothesized about what would happen if the gingerbread person fell into the river. To test out hypothesis, the students made and decorated their own gingerbread people for cooking lesson. We then submerged the gingerbread people to see if our guess was correct. We recorded and drew our findings. The children discovered if the fox had not eaten the gingerbread person first, the gingerbread would ultimately have dissolved in water, and that would have been the end of the gingerbread man...



Elementary

Grade 1-3 World Languages

By: Kelly Jie (Mandarin Teacher)

In this multiple-day unit, students will gain the ability to use age-appropriate expressions to identify and exchange information about major pieces of clothing people wear during different seasons. This unit reviews vocabulary for colors, seasons, and parts of the body.

Students will be able to connect to other previously learned units in order to further reinforce the vocabulary learned here. Initially, students interpret and react to clothing items in the pictures. Then, they will interact with their teacher and classmates by asking and telling about the real clothes they wear, have, or like (e.g., "In the summer, I wear shorts." "I have brown pants." or "I like the red shoes.").

Later on, there are two different words in Chinese for "to wear" will introduce to class, one word "chuan" for clothes, such as shirt, pants, shoes, socks, etc, and another one, "dai" for accessories, such as gloves, hats, scarf, watch jewelry, etc. If some of the accessory items are included in the lesson, it is necessary to introduce the word "dai".



Grade 3 Social Studies

By: Nilla Ingravallo (Third Grade Teacher, Dean of Grades 1-3)

Over the last few weeks, the third graders explored their family culture. In their last social studies unit, the students learned that culture is the way of life of a group of people. They studied how culture includes a group's food, language, music, holidays, and so much more. To further their understanding of this concept, the students completed a project called Bagful of Culture. Working with their parents and family members, the third graders learned about where their families are from and they collected materials that represent those cultures. They placed these items in a decorated paper bag, and they wrote a summary about what they learned. The bags included objects, such as maps, flags, recipes, photographs, clothes, statues, instruments, and language, from these countries.

The third graders eagerly shared their projects with their classmates this week! The students were taught how to deliver their work to a group. We discussed proper presentation skills and the role of the speaker as well as the audience. They learned how to prepare for public speaking by identifying what information is important to provide an audience with and how to clearly present their work. To reinforce this, the students viewed a video on BrainPOP Jr. entitled "Listening and Speaking," which provided exemplary examples of speakers and audiences. The third graders then practiced their presentations before showing their classmates. Their note cards and summary served as a guide for their Bagful of Culture presentation. After preparation, they presented their projects to the class. The third graders enjoyed sharing with their peers artifacts, information, recipes, poetry, and food from their cultures and heritages. Through these presentations, the students learned about the Dominican Republic, Puerto Rico, Iran, Ireland, Italy, the United States, Prague, Scotland, Bangladesh, Burma, Peru, Greece, Germany, Russia, France, Taiwan, Philippines, and England. During these presentations, they were able to identify similarities and differences between their cultures and develop an appreciation for each culture.



This project was a good foundation for future in depth learning of cultures and communities in the United States and other countries.





Grade 4 Social Studies

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

A few short weeks ago the fourth grade was preparing for an exam about the southeast region. They were expected to know the 12 different states, their respective capitals, and their abbreviations. As they navigated the halls from early morning to homeroom, the shouts of young students were heard echoing down the hall. It wasn't, however, the shouting of students engaged in an argument. On the contrary, it was the shouting of answers as the students tested one another in preparation for the ensuing exam. A teacher's dream! Students who, on the day of an exam, were not afraid of sixth period. Students who, after weeks of lessons and projects, felt confident and brave. Students who were poised and prepared, eager to conquer the questions they so readily knew the answers to. I was thrilled when other teachers approached me and asked if I was giving a test that day. They, too, had heard the class questioning each other with anticipation. It was evident that they were enjoying the class, learning from the assignments, and recalling the important information

Now, the fourth graders have traveled north to study our second region: The Northeast. During this unit we will explore the states of our home region including New York, New Jersey, Connecticut, and more. Extending our study of geography to this new region will help the students to understand how different regions rely on different landforms to meet their needs. Like our previous unit, the students will be expected to learn the states, their capitals and abbreviations, and important geographic features that contribute to the region's development. I am looking forward to completing more projects and hands-on activities to help the students connect with new information.



Grades 5 Social Studies

By: Sarah Smith (Social Studies Teacher)

Many people take for granted the simple facts that we live in a democratic country that gives its citizens what seems like endless freedoms. Few people think about the roots of these freedoms.

Garden's fifth graders are no longer in that category. These young scholars have recently completed a unit on the creation of the thirteen colonies. They sang songs about the Southern, Middle and New England Colonies. All questioned the rights of the Native Americans and access to fertile lands. Several students were amazed at how strict Puritan Society was and many said they would have joined Roger Williams and Anne Hutchinson who created their own colony in Rhode Island. They all learned how important freedom of religion and the right to self government was to these adventurous settlers.

Next, we will examine life in the Thirteen Colonies. We will look into the role of African slaves and indentured servants.



Anne Hutchinson



Roger Williams



Grades 6 Social Studies

By: Malena P. (Sixth Grade Student)

Our Ancient China unit was extremely informative. We learned about different dynasties as well as the feats every emperor accomplished, and about all the different political and cultural events during each dynasty.

Ancient Chinese civilizations started along the Huang River mostly because of the loess, an loamy deposit which organically enriched the soil. From there, ancient China started to prosper. We discussed and analyzed the success of the Shang, Qin and Han dynasties and how they still affect Chinese cultures. This is specifically evident in regards to the analysis of oracle bones and significance of ancestral worship. Leaders from this period united the nation and created changes that lasted for over a thousand years.



One particular change was the use of Confucian ideals as a curriculum for the government. Confucianism ideals were gleaned as we each deciphered a section from the Analects. Lastly, we learned about Chinese ingenuity in the areas of civil engineering through an examination of the Great Wall and the modern Three Gorges Dam.

Middle School

Grade 7 and 8 PE/Health

By: Vonetta Trotter (PE Teacher)

7th and 8th Graders have participated in various skills and games during our basketball unit. Our PE class begins with tag warm up games, such as 'lion's den' in which students run from one end of the gym to the opposite end. The goal is to move with spacial strategy and speed without getting tagged by two lions at midcourt, however, those who get tagged by a lion, become a lion and tag the remaining runners on the court. This is one of many class favorites, both 7th and 8th grades enjoy the creative challenges of moving swiftly between lions throughout the gym.

In the first few weeks of our basketball unit, we focused on fundamental skills of dribbling, passing and shooting. Students have done a great job incorporating new skills leading up to the officiated full court games. Hence, we have introduced a new basketball tournament that is refreshed for every PE class, this arrangement encourages students have an opportunity to participate and compete throughout the week. 7th and 8th grade have shown enthusiasm and displayed a good sense of sportsmanship, communication, teamwork in our basketball unit this year.



High School

Grade 9R Math

By: (Sonia Ambarsom, Math Teacher)

The ninth-grade have been working on solving absolute value and variable equations in two variables. They have been practicing to solve equations for one variable in terms of the other. They have then applied the strategies and concepts learned to word problems, using given information and translations to find solutions.

Geometry 9H and 10R

by: Lucien Gherghi (Math Teacher and Math Department Chair) and Natalie Sangiovanni (Math Teacher)

The students in 9H Geometry have just begun their unit on learning about various quadrilaterals. They have begun discussing the properties of parallelograms. Future topics include the characteristic differences between squares, rectangles, rhombuses and trapezoids. The students in 10R have been working on enhancing their algebra skills. These skills were needed for coordinate geometry proofs using midpoint, distance, slope formulas.

Algebra II Trigonometry 10H and 11R

by: Lucien Gherghi (Math Teacher and Math Department Chair) and Sonia Ambarsom (Math Teacher)

In 10th Grade Algebra II Trig we just finished studying conics (circles, ellipses, hyperboles and parabolas). For the next few weeks, we will concentrate in studying functions. Definition, graphs, transformations of functions; piece-wise defined functions and particular types of functions, such as odd and one-to one.

Grades 11 and 12 Fine Arts

By: Tiina Prio (Art Teacher, Chair, Fine Arts Department)

The Elective Class Art students finished working on the backdrop for the Lower Division Holiday Show. This year the backdrop represented diversity, kindness and caring, as two happy children are holding up the world in their hands.

The artist, Romero Britto, is the inspiration for the artwork and the painting of the backdrop was supervised by Valentina M.(16) and Kaila A.(16). Valentina M. is interested in pursuing a career in the design and creation of sets used in works of performance art, so working on this backdrop was a peek into her future endeavors.

Romero Britto's artwork combines influences from cubism with pop to create an iconic style that The New York Times described "exudes warmth, optimism and love." His art speaks a universal language that reaches all ages. Park West Gallery states that, "His unique fusion of Pop Art and Cubism calls on the knowledge of art history, popular aesthetics, and a sense of humor – melding into a new and playfully insightful style of contemporary art."

Bravo to Valentina M. and the entire Elective Class for a job well done!





GARDEN SCHOOL TO HOST CHESS TOURNAMENT!

SUNDAY, Dec. 27, 2015 1:30 - 6pm. On-Site Registrations 1-1:20pm.

BRING A BUDDY FOR FREE!!

33-16 79th Street, Jackson Heights, NY 11372 (School Gym)

Open to All Players from K - 8TH Grade.

TROPHIES FOR ALL PLAYERS! *TEAM AWARDS FOR TOP THREE SCHOOLS IN EACH SECTION. CHESS RAFFLE!

*Minimum 2 players from the same school - Top 3 individual scores count towards the team's score. Chess sets provided. Rounds begin at 1:30pm. All sections are rated. USCF membership is required, sign-up available onsite. SWISS System. Sections may be combined.

PICK A SECTION (MARK WITH X)	SECTION	USCF RATED	RATING	NUMBER OF ROUNDS	TIME CONTROL	AWARDS
	K-1	YES	Open	3	GAME 30 / 0 TD (1:30PM - 4:30pm)	4:45 PM
	2-3 SECTION	YES	Open	4	GAME 30 / 0 TD 1:30pm- 5:30 pm	5:45 PM
	4-8 SECTION	YES	Open	4	GAME 30 / 0 TD 1:30pm- 5:30 pm	5:45 PM

ENTRY FEES: \$35 if received by Nov. 27, 2015; **\$40** if received Nov. 28 - Dec. 27, 2015.

PAYMENT & REGISTRATION:

- **Online Payment and Registration available at:** www.chesseducators.com.
- **By Mail:** Mail check, payable to Chess Educators, with registration form to Chess Educators P.O. Box 160 New York, NY 10028; **Allow plenty of time for mailed entries.**

2015 REGISTRATION FORM

Name: _____ USCF ID#: _____

School: _____ Grade: _____ Birth Date: __/__/__

Address: _____ (Street, Apt, City, State, Zip)

Phone Number: (____) _____ E-mail: _____

House Rules, Online Payment and Registration available at www.ChessEducators.com. Find out more about The Garden School by visiting the school's website: www.gardenschool.org.

Tournament Organizer:

Chess Educators / Beatriz Marinello; Email: info@chesseducators.com; Phone: 917-553-4522



Garden School Winter Show 2015

This year, Garden School embarked on a character education program throughout the school. A video we watched early in the year presented 24 character strengths, and I have often referred back to it during the term. All of the show selections for 1st through 6th grade, and many of the songs for early childhood, examine aspects of character. Several selections deal with multiple positive character traits. 6th Graders found that the XTC song *'Earn Enough For Us'* was reflective of **Perspective, Bravery, Perseverance, Honesty, Love, Teamwork, Humility, Optimism, Spirituality,** and **Prudence**. I grouped the songs in relation to what might be perceived as their predominant trait. Discussions in class focused on what aspects of character the songs revealed and what lines in the lyrics were indicative of this.

Examples within the selections abound, with some being readily apparent, like the Beatles' *'All You Need is Love,'*. *'The Glow Worm'* also embraces **Love** with the words, 'Lead us lest too far we wander, love's sweet voice is calling yonder' and 'Lead us on to love.' The folk song *'The Cuckoo'* is a wonderful example of **Appreciation of Beauty**, as it helps us recognize the magnificence of this bird. It contains the phrases 'The Cuckoo is a pretty bird, she sings as she flies,' and 'She sips all the pretty flowers to make her voice clear and she never sings Cuckoo 'til the Spring of the year.'

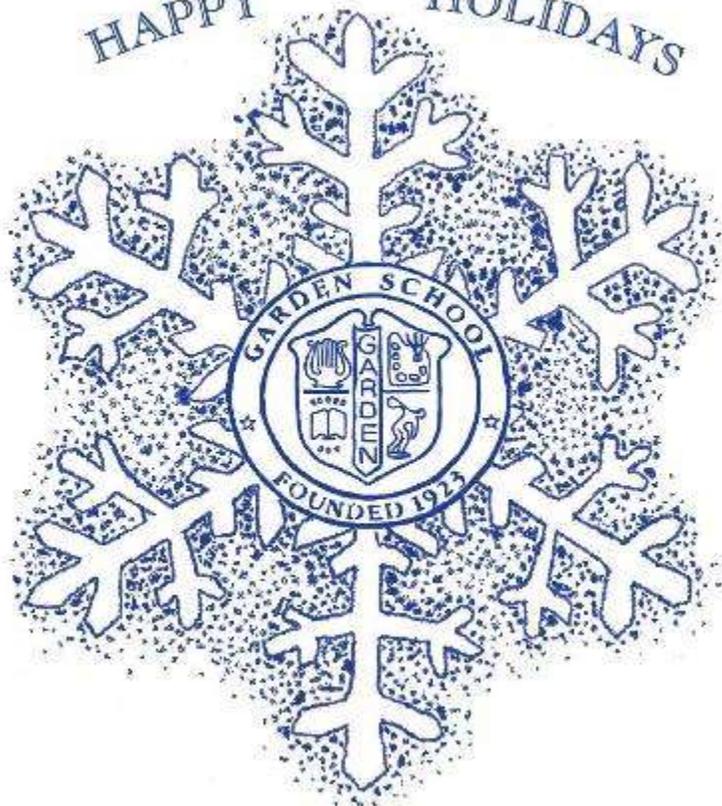
Perseverance is inherent even in the title of the Sly Stone song, *'You Can Make It If You Try,'* and in lines like 'time keeps creeping 'specially when you're sleeping, wake up and go for what you know.' 'I'm livin' livin' livin' life with all its ups and downs, I'm givin' givin' givin' love and smilin' at the frowns,' is indicative of **Optimism** and Sly Stone's positive outlook in the song *'Sing A Simple Song.'* The Who song *'Another Tricky Day'* is full of thoughts that speak to character, such as the opening 'You can't always get it when you really want it, you can't always get it at all,' or 'Don't push the hands just hang on to the band, You can dance while your knowledge is growing.' The song preaches patience, yet the larger theme may be **Perseverance**. 'We go down and we come up again' and 'Just stay on that line' are lines that reflect this idea, and the song has a quality that suggests keeping your head up despite life's obstacles.

Thanks To: Dr. Marotta, Mr. Vogel, Teachers of the Lower Division, The Tech Crew, Mr. Tocco, Mr. Malone, Mr. Vene, and The Art Theory Class.





HAPPY HOLIDAYS



*Holiday Greetings
And Every Good Wish For
The New Year*

The Garden School Community
Richard Marotta, Ph.D.
Headmaster

Art by Tingting Xie '16