



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

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"Academic Excellence Since 1923"

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Thoughts for the week

By Richard Marotta, Ph.D., Headmaster



Tonight we celebrate the Garden School Family at our annual Gala. Our community will come together to honor those who have played an important role in the world of the Garden School. By doing so, we also recognize our past, validate our present and reaffirm our future. This is a very important night in the life of our School. There are still some seats available at the door. I urge every member of our community to join in this celebration of our wonderful school and of the people who have helped make it so.

I am pleased to announce that our debate club, the Daniel Webster Society, is going to be honored by the New York City Council at City Hall on Tuesday, April 28th. City Council speaker, Melissa Mark-Viverito and Council Member Daniel Dromm will present our team with an official award. We are so proud of our students in the Daniel Webster Society not only for receiving this honor but for the incredible amount of work and skill that they have put into this effect. Congratulations to all of the team, the parents and the coaches, Mr. Richard Kruzcek and Mr. Phil D'Anna. This is truly a partnership in excellence.





DATES TO REMEMBER:

- **Friday, March 27: Garden School Gala at Terrace On The Park **TONIGHT!** Tickets at the door!**
- **Monday, March 30: Practice PSAT for Grades 8, 9 and 10**
- **Wednesday, April 1: Marking Period 3 Ends**
- **Thursday, April 2 – Friday, April 10: School Closed for Spring Break**
- **Monday, April 13 : School Resumes**
- **Thursday, April 16: Report Cards Distributed**
- **Friday, April 17: Report Cards Returned**
- **April 21 to April 23: Book Fair-Garden School Library**
- **Monday to Wednesday, April 27 to April 29: Grades 5 - 6 - 7 Washington, DC & Gettysburg Trip**

Please return your enrollment agreement *ASAP*

The deadline for returning enrollment agreements has passed. If you have not already returned your agreement, your child's place has not been secured for next year. In addition, the school cannot adequately plan for next year as we remain unclear on enrollment. Even if you are not in a position to return the agreement at this time, it is imperative that you inform the school of your intent to enroll. Contact the Front Office as soon as possible and make every effort to return your agreement early next week. Thank you!

Gala Raffle Tickets on Sale Now!

The Gala Raffle has begun! We have some great prizes to win and only 100 tickets at \$50 each (3 for \$100!) will be sold per item! So, support Garden and be a winner!

Tickets are still available tonight at Terrace on the Park by credit card or check.

Prizes are great looking, high end Movado men's watch and an elegant and eye-catching Tiffany's leather tote bag...





News from the Gala

Hello everyone, the Gala is tonight, Friday, March 27th at Terrace On The Park.

We are honoring two members of our school community, **Eileen Reyes**, Dean of N-K and a member of the Early Childhood Faculty along with **Lisa Sohmer**, Director of College Counseling and Upper Division Coordinator. We will also be honoring **Hope and George Alexiou**, Alumni Parents, in memory of Melina Alexiou '96.

Please come join us as we celebrate the Garden School Community.

This celebration is made possible by donations from all of us. Be it donations of time, items for our Silent and Live Auction, donations of wine for our Wall of Wine, a purchase of a Journal Ad, ticket purchases, or becoming a sponsor by making a donation to Garden.

The **Wall of Wine** is back for a 4th year. We are able, through donations, to put together a collection of wines valued at over \$1,000. Please help us with this year's collection. Help put together our sought after instant Wine Cellar.

Participate in the Auction buy making a donation of a gift. We are amazed with the selections from past years. Theater tickets, sports tickets, gift certificates to restaurants, salons, hotels, fitness centers, use your imagination! Our signature gift baskets will be back and we will be happy to take donations to fill them.

Tickets are still available at the door tonight!

Don't forget that participation in the Gala will earn points for your class towards the Pool/Pizza party. Lets's make this the best party ever. The DJ is waiting to get us all out on the dance floor!
The Gala Committee

Physical Education for Nursery

By: Joanne Vogel (Nursery Teacher)

"Head, shoulders, knees and toes..." can be overheard from the nursery students. And with it, they stretch, exercise, and strive for healthy bodies. They can be seen marching, stomping and dancing to music as music and movement activities lend themselves to a stronger body. Daily songs are accompanied by exaggerated body movements during lessons with Mr. Heineman in music, Ms. Kelly in Mandarin and Mrs. Vogel on the SmartBoard.





Hand-washing throughout the day, from preparation for snacks and lunch to ridding germs from coughs and sneezes, contribute to the overall well-being of students, teachers and families. Teachers never miss the opportunity to talk about healthy foods, snacks, and drinks.

As the weather gets warmer, nursery students will be spending more time outdoors in our playground. They will run, jump, climb and explore. Look forward to the parachute, where colors will be reinforced while children learn body awareness through movement activities while laughing and cooperating.

And so, just as with today's emphasis on healthy bodies for adults, young children must be encouraged to have a healthy life style, through proper nutrition, daily exercise, and good hygiene. It becomes part of the daily routine in the nursery, but must be continued in the home.

Physical Education for Pre-K and Kindergarten

By: Flance Dervishi (Athletics Director)

Pre K and K had a very interesting week. We started of the week with spot basketball. The kids all had spots; stations to do a drill and then move to the next station. For example one station required to dribble with their right hand 3 times then repeat with their left hand, another station required to toss the basketball up in the air and catch it 5 times while the others are trying to *zig zag* threw the cones. Once the kids have completed their stations they may find a spot around the basket and shoot the basketball with the correct form. Once they're done they will repeat all station again.

On Tuesday we had "Tumbling Tuesday" where the kids learned how to forward roll, back flip, and pencil roll over obstacles. On Wednesday, our favorite day of the week; we had a dance party and played freeze dance. On Thursday, we continued with spot basketball but added a few more advanced activities for the kids. Friday is parquet Friday and the kids are learning how to make a huge umbrella and switch spots with a buddy across from them. It has been a very fun week and will continue to be for the rest of the school year.

Art for Grades 1, 2 and 3

By: Tiina Prio (Art Teacher)

The First, Second and Third grades have been working on painting their self-portraits with great accuracy. They have been working one-on-one with me as I encourage pace, effort and the proper way to hold a brush. The Losina Art Center, an art school in San Deigo, instructs that "Your painting style depends on many things: your temperament, speed, intension, inspiration, skill, even how much paint you squeeze on your palette!





One rarely considered factor is the way you hold your brush. It affects the character of your painting. You can change or acquire a new style by adopting a new grip.”

Students enjoy their ‘focusing time’ in class to work with great concentration and effort. When I ask the class to just focus on their own work and pretend they are alone, I find that they sometimes enter the flow zone, where time flies.

Wikipedia describes this zone as “the mental state of operation in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity. In essence, flow is characterized by complete absorption in what one does.”



And how wonderful it is to create and work while you are in the flow not only during art but in other activities as well. Kendra Cherry, a psychology expert says that, “Flow experiences can occur in different ways for different people. Some might experience flow while engaging in a sport such as skiing, tennis, soccer, dancing, or running. Others might have such an experience while engaged in an activity such as painting, drawing, or writing.”

Music for Grades 1, 2 and 3

By: Tom Heineman (Music Teacher)

1st graders recently had a chance to write their own poems as part of our poetry unit. Students began by describing aspects of the natural world without actually using the names of each aspect (i.e. supplying descriptors for a mountain without using the word ‘mountain’). Many students gravitated toward employing similes, having studied them previously with Ms. Renner. For their poems, students had to introduce a sound of nature (such as, crickets or a waterfall) and create a simile, comparing the sound to something else. Lastly, 1st graders described the setting where the sound could be heard without using the word as before. The unit is geared toward stimulating students’ awareness of sound, be it sounds heard outdoors or the words they may choose when writing.



2nd and 3rd grade students have both been engaged in creating their own rudimentary dance moves. They learned a handful of teacher-created, 4-step moves and were given the option of making up their own. Additionally, the moves they learned had no arm movements, so they have devised ways of incorporating their arms dependent on the music to which they are dancing. Their listening skills and inventive ideas are both on display during these exercises, and they have an opportunity to express their individuality.

As an extension of the project in which they created the sounds and voiced the characters in an animated video, students in 2nd grade created sounds in another animated film using instruments. Students had to once again consider the essence of various sounds and how they could recreate them. 3rd graders have begun playing recorders, reacting enthusiastically to the prospect of learning an instrument. The class has done well at approaching the instrument and playing quietly in order to bring out the natural beauty of the recorder’s sound.



Butterfly Trip for Grades 1 and 2

By: Jacquelyn Renner and Stephanie Parker (Grade 1 and 2 Teachers)

The First and Second Graders journeyed to World of Wings, a science museum in Teaneck, New Jersey. There, they expanded their study of animal life cycles with exploration within a reptile room and a butterfly atrium. On a reptile scavenger hunt, the students identified different species of snakes, lizards and spiders while walking through a room of tanks and displays. The students were able to pet Mike the bearded dragon.



They then entered the glass atrium, a tropical habitat within the museum. It was reinforced that different plants and animals inhabit different environments. The students could see first-hand that animals have different external features that help them thrive in their environment. The First and Second Graders came back to school full of wonder and curiosity and used the library and computer to answer many of their questions.



Thank you to our wonderful parent chaperones. It was a great day!

Math for Grade 4

By: Lara Leggio (Math Teacher)

Most recently the 4th grade has been exploring our geometry unit. We began by discussing what we already knew about geometry. This transitioned us into a discussion of some core geometric vocabulary words, such as line, line segment, and angle. We have been spending a considerable amount of time learning how to name these different geometric figures, which is vital throughout this unit.

The 4th grade has also been exploring different types of pairs of lines, such as parallel and perpendicular lines. With this, we brainstormed where we see such lines in our lives outside of a math classroom. We noticed that the double yellow lines that separate traffic are parallel lines and the rungs on a ladder are also parallel. I look forward as we continue to explore more geometric concepts.



Math for Grade 5

By: Sonia Ambarsom (Math Teacher)

The fifth-graders have been working on operations with fractions and decimals and now they will begin to apply their prior knowledge to develop an understanding of ratio and proportion. They begin by relating the ratios to writing equivalent fractions and comparing quantities by division. They will learn how to determine whether ratios form a proportion by simplifying them or applying the cross product rule. In order to achieve success in subsequent grades with more sophisticated applications, students need a solid grounding in proportional reasoning. Here we begin to do that.



Math for Grade 6

By: Lara Leggio (Math Teacher)

The 6th grade has just finished our statistics unit. Within this unit, we explored different types of ways to represent data and how to interpret various types of graphs. We discussed box-and-whisker plots and what this tells us about the data set it is representing. The 6th grade was already familiar with creating Venn diagrams to compare and contrast ideas within classes such as English or Social Studies. With this, we brought our knowledge of Venn diagrams into our math class, as we used Venn diagrams as a mode of demonstrating data sets. In the later part of this week, we will begin our geometry unit. I am excited to see what the 6th grade remembers from last year and how we can build on this previous knowledge to expand and develop our skills!

English for Grades 7 and 8

By: Nancy Massand (English Teacher)

The 7th grade English class is reading *The Call of the Wild* by Jack London. We take a multifaceted approach to the novel, incorporating life science and history as well as literature and writing. The concept of survival of the fittest comes alive as we watch Buck and Spitz strive for mastery as the alpha male of the dog team. We also examine the habits of our cats or dogs at home and identify behaviors that are throwbacks to an earlier time. Ever wonder why your puppy turns around in circles before settling down for a nap? Just watch Buck and his teammates hunkering down in the snow to keep warm.

The writing emphasis has been focused on timed expository in-class exercises to practice organizing information and explaining content. When we finish the book, we will try our hands at fictional writing with an animal as protagonist.

As for the rich historical context of the novel, we investigated the Klondike gold rush of 1897-99 and created travel brochures, newspapers or prospectors' journals that reflected the experiences of the miners. Students worked either independently or in pairs by choice and presented their projects to the class. Their efforts are now on the bulletin board in Room 28--come take a look!



The 8th grade English class is reading *The Odyssey*, Homer's timeless classic. Although it is a narrative translation, it contains all the richness and nuance of the original story. We learned about the oral tradition of story-telling and the power of story both to teach and to entertain. Students are often pleasantly surprised at the popular entertainment value of this ancient tale, with its monsters and scandals that sometimes rival our current media hits. In addition to reading and discussing the epic, students researched the Agamemnon story to find details that were not included in *The Odyssey* but were part of the fabric of ancient Greek tradition. Some of them were intrigued with the Electra story and were pleased to learn that it will provide a background for reading *Antigone* in 10th grade! In addition to the research paper, we also wrote our own fables and stories to teach or entertain.



While looking at Homer's detailed descriptions of everyday life, we examine our own traditions and stories and find common threads and motifs embraced by diverse cultures. For instance, it's wonderful to share marriage customs in our old family traditions and see the similarities in Homer's account of life in ancient Greece.

As we progress in our study, we will take the roles of various characters and write letters to each other about our conflicts, create Odyssey travel brochures to guide tourists through the perils of the journey, and work on timelines that illustrate the many episodes in the tale.

Foreign Language for Grades 9 and 10

By: Agustin Melara (Foreign Language Chair)

Students in Spanish II have been learning the Imperfect Progressive tense. This construction is used when the speaker wishes to indicate that something was going on at a specific time in the past. Students were also introduced to the formation of adverbs. Adverbs modify verbs by describing how often or how well an action is done. In Spanish, most adverbs are formed by adding the suffix *-mente* (*-ly* in English) to the feminine form of the adjective. For example: *perfecta* (feminine adjective) → *perfectamente* (perfectly).

This week, students in tenth grade Spanish were introduced to the Subjunctive mood. Unlike the Indicative tense, which is used to express certainty and to state facts, the Subjunctive allows a person to convey “subjectivity” (your opinion), hence its name. Learning the Subjunctive is essential in everyday conversation because the speaker can use it to suggest, request or tell someone to do something, or to express emotion, hope or doubt.

Students have also been conducting research on various topics, such as immigration. The purpose of this activity is for students to have a better understanding of some of the more relevant issues affecting the lives of Hispanics living in the United States. Power Point presentations have been scheduled for next week.

Science for Grades 11 and 12

By: John Hale (Science Teacher)

Over the next six weeks, the Marine Science class will be investigating the environmental impact of the earthquake, tsunami and nuclear accident in 2011 on the Japanese ecosystem. They will form teams to investigate the impact these incidents had on the marine mammal life, the local geology (plate movement, volcanic activity, etc.), the beach environment, the estuary effects, and the overall effect on primary and secondary production in the area. To accomplish this, the teams will use a digital forum to pose problems, discuss solutions, and organize their thoughts.



Then, using Google Drive for word processing, power point, and spreadsheets, they will post and organize their research articles for the rest of the team to use. When processing their presentations, they will post a preliminary analysis to Google Drive to be peer-reviewed by their team members. Each team will track its process by logging the peer revisions and arriving at a final analysis of the team's problem and solution. Finally, each team will make a digital presentation of its findings.



Building Enrollment and the Referral Bonus Program

By: Jim Gaines (Director of Outreach)

Many parents know that increasing enrollment, without increasing class size, is the best way to support the long term sustainability of your school. So, let me "cut to the chase". Simply put, the school is best served when you reach out and tell your friends and your child's friends' families to consider joining the Garden School. Encourage them to schedule a tour anytime or to come and visit during any of our Open Houses every Wednesday at 9 AM. Ask them whether you can pass on their contact information to us so we can make direct contact and answer questions and schedule their visit.

To further incentivize current parents to help us to spread the word and to increase enrollment, the Board has approved a **Family Referral Bonus Program**. For every NEW full-time Garden student that enrolls and pays their tuition due in full and indicates that you are their referring family, the current Garden Family that refers that family will receive \$1,000 tuition credit. For each *additional* new student that enrolls, the referring family will receive a \$1,500 tuition credit once the new family has paid their tuition in full. So, for example, if a current Garden family makes a referral of a new family with two kids, the current referring family will receive a tuition credit of \$2,500, once that family has paid its tuition in full. A new family with three kids? The referring current family receives a tuition credit of \$4,000, etc.

Although it is not necessary for us to have the card below, it will allow us to keep track of your participation in a new family's enrollment. You can also choose to send an email with the information on the card directly to Jim Gaines, Director of Outreach, at jgaines@gardenschool.org. With your permission, we will follow up with the prospective family directly regarding their interest in coming to see Garden and possibly enrolling.

Thank you for your trust and confidence in enrolling your child at Garden School and also for all that you already do to support Garden School. Building enrollment is key to building a sustainable school and ensuring a strong future. You are a big part of that.



Garden School Enrollment Referral Card for Prospective Families

Your Name: _____ Email: _____

The following family might be interested in receiving information about Garden School for their children.

Referred Parent/Guardian Name(s): _____

Address Zip Code: _____

Phone: _____ Email: _____

Child's Name: _____

Grade Next September: _____ Current School (if known): _____

Notes/Comments: _____

Please return this form to front desk, or the Outreach office or simply contact the **Garden School Outreach Office** directly at (718) 335-6363 x28 jgaines@gardenschool.org www.gardenschool.org



Déjeuner en Français

On Wednesday, students studying French enjoyed a pot-luck lunch featuring French delicacies. This fun and lively event offered students the chance to use the French they have been learning to display fine table manners, ask for specific foods and chat with each other.

