



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XXI

"Cultivating Success in Every Child"

Friday, March 4, 2016



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



Tonight is our Gala Wine Tasting Kick Off in the Library from 7:00-9:00PM. This is an important night for us as we gear up toward our major annual celebration and fundraiser—The Gala. So much of independent school life revolves around responsibility and community that it is very fitting for us to begin the month before the Gala (on Friday, April 8) with this type of event.

Community and responsibility are two of the hallmarks of independent school life that pervade every aspect of what we do and who we are. The words "empower" and "involvement" are key words in Garden's mission statement. Throughout the developmental and educational process, teachers and parents empower students in an age-appropriate manner with the responsibility for their own education and success. We offer extracurricular activities and clubs and service opportunities. We encourage our students to participate in these opportunities because we recognize the value of this for our students, our school and our communities. Similarly, Garden and our students are

well served when our family members remember the value of participating in THIS community for the good of themselves and for Garden. Our school belongs to us all and each of us is a stakeholder who has the responsibility for its well-being and future. As we launch our Gala-related festivities tonight, we come together to ensure that we will make Gala 2016 our best ever.

Certainly, we ask our students to show up every day both physically and in effort and engagement. Shouldn't we expect the same thing of ourselves? When we gather together to celebrate and raise funds, we are in reality making a public statement of support for the school, its history, its future and our children who have been, are being and will be educated here. Our goal of supporting programs and honoring individuals reflects our commitment to the mission of our school. When our students witness and experience this commitment, they feel doubly supported in their own efforts and achievement.

My message this week is brief: Come to the Wine Tasting tonight and to the Gala on April 8. By joining in with our community, we all support Garden in the present and build its future. This is our goal; this is our mission.

Gala Kickoff Wine Tasting, TONIGHT at 7:00 PM in Library - Free!

Summer Camp Registration Now Open!



DATES TO REMEMBER:

- Friday, March 4th : **Gala Kickoff Wine Tasting Event Free! All Welcome! 7:00 PM Library**
- Friday, March 11 : International Night - All Welcome!
- Monday, March 14 – Tuesday, March 22 : **Rainbow Week** for Lower Division
- Friday, March 18 : School Closed for Faculty Workshop Day
- Thursday, March 24-Friday, April 1 : School Closed for Spring Break
- Monday, April 4 : Classes Resume
- Friday, April 8 : **Garden GALA** [Purchase Gala Tickets Here!](#)
- Friday, April 8 : Marking Period 3 Ends
- Thursday, April 14 : Report Cards Distributed
- Friday, April 15 : Report Cards Returned



Garden School PTA

By: Maria D'Amore (PTA Secretary)

Dear Garden Parents,

Would you consider volunteering for some upcoming Garden PTA events?

We have begun working on the Book Fair & the Walkathon!

We would love it if you'd join us! If you are interested in helping, please contact us: pta@gardenschool.org

Also, stay tuned... Some fun activities just for adults are underway!

Details coming soon!

Also, don't forget to purchase your tickets to this year's Gala!

Garden PTA



Order Your...
YEARBOOK!



SUPPORT THE GARDEN SCHOOL YEARBOOK!

Order your yearbook here for \$75: <http://goo.gl/TDVfbp>

Limited copies remain!

Order by March 12!



TONIGHT!

The Garden Gala Committee cordially invites you
to be our guest at an evening of

Wine Tasting
Friday March 4th 2016
7 PM
Garden School Library

We will have a tasting of select regional wines expertly
chosen by Andreia Frison* Gr. 7 and her sommelier at
Wine Stop

paired with some nibbles and desserts contributed by
Between The Bread, arranged by Sean Martin Gr. 7

Come kick off the 2016 Garden Gala in style!
Gala Tickets, Journal Ads and Raffle Tickets will be on sale

*Our 2016 raffle
2 Carat Diamond Necklace
will be on Display!*

The Gala Committee will be on hand to assist you.

*Owner of Wine Stop 30-08 Broadway,
Astoria
winestopnyc.com

Garden School Gala

Terrace on the Park

April 8th 2016



Garden School • 33-16 79th Street Jackson Heights, NY • 11372 718 335-6363

We would like to thank the Frison Family,
Grade. 7, owners of Wine Stop
www.winestopnyc.com in Astoria. Wine Stop
will once again be contributing the wine for
the evening. The wine has been handpicked
by Wine Stop's sommelier!

Thank you to our gala committee member,
Sean Martin and the Martin Family Grade 7.
Between The Bread
www.betweenthebread.com, where Sean is
VP & General Manager, will, once again, be
donating the amazing food.

This will truly be a Garden Community event.
Come bring a friend and help raise a glass to
Garden School.

[Purchase Gala Tickets Here!](#)

On Friday, March 11, 2016 the International &
Diversity Clubs will be hosting their annual
International Night from 4-7pm in the
gymnasium. This event, acknowledges and
celebrates all the wonderful diversity which
exists within our school and our community!

Students and their families will have a chance
to relish the rich culinary offerings and see
firsthand how many cultures comeingle every
day at Garden! We hope to see you all there!

Enjoy this short video from last year's International
Night 2015! <https://youtu.be/6ulqefbbS3U>

Save the Date!



International Night!

Friday, March 11, 2016

4:00-7:00 pm

Join us as we celebrate our cultural diversity!

Donations of food, drink, dessert, and paper products welcome!





Garden School Pre-K For All Program

By: Ms. Emily Neri-Fonacier (PKFA Teacher, Room 8)

This week, the students were excited because it was Dr. Seuss' birthday. Theodor Seuss Geisel was an American writer and illustrator best known for authoring popular children's books under the pen name Dr. Seuss, so we read his books for the whole week.

One of his books which Mr. Frazier read in my class, 'The Lorax', has a environmental lesson about conservation of the trees. The students decided unanimously to have it read today. 'The Cat in the Hat' is another story which depicts a lesson concerning allowing someone in the house and what might happen. We looked at a picture of Dr. Seuss. They wore their own hats. They wore labels of Thing 1 and 2. Everyone dressed up in colors of red and white. He writes books that rhyme and tongue twisters such as "One Fish, Two Fish, Red Fish, Blue Fish". Based on this book, the students made observations on a real fish. "Fox in Socks" is another rhyming book which inspired the students to do an art project afterwards. Ms. Cathy read 'I Wish I Had Duck Feet' and the students made an illustration as an ending of the story.

There are a lot of activities that can be integrated to his stories and many other books to bring them to life for the students. They provide opportunities for social-emotional learning and about phonemes as well. Teachers and students are enthusiastic to read his books. Keep on reading!

Early Childhood

Nursery - Kindergarten Language Arts

By: Kristen Ahlfeld (Kindergarten Teacher)

The beginning of March brings with it the celebration of Dr. Seuss' birthday. This inspired the nursery, pre-k, and kindergarten classes to explore Dr. Seuss, the author of the world famous books for children and their lucky parents. Dr. Seuss credited his mother with both his ability and desire to create the rhymes for which he became so well known, due to the fact that he was often soothed to sleep by her "chanting" rhymes remembered from her youth. March 2nd is also Read Across America Day which is a nationwide reading celebration that shines

a spotlight on the importance of reading to children. Once again, the lower division classes participated in partner reading of the many Dr. Seuss books.

The nursery children made their own "Foot Book" after listening to Dr. Seuss' *The Foot Book*. They loved coloring and reading their books to their parents.

The pre-k and k children read the book *Green Eggs and Ham*, and for cooking lesson they created their own green eggs and ham. The kindergarteners especially enjoyed cracking and scrambling their own eggs. In the science center the pre-k students made the Oobleck that was read about in *Bartholomew and the Oobleck*. All classes made *Cat in the Hat* hats to wear on this special day.





Elementary

Grade 1-3 Physical Education

By: Flance Dervishi (Physical Education Teacher - Athletic Director)

The students were introduced to a new games in PE; allowing them to use different motor skills.

On Monday, we introduced a new Tag game, Popcorn tag. Wednesday, they had a blast with Wacky Wednesday. First, they follow a song that teaches them to behave and listening to teachers in their classes. After, they play freeze dance and have a dance competition. Thursday, they learned how to dribble mini balls around an obstacles course in preparation for hockey. Everyone is enjoying hockey as each student has a soft noodle and moves the ball toward the opposite goal. It's been a fun sport and a little competitive.

In the upcoming weeks, we will introduce the kids to the food pyramid and healthy living. Friday, they will end the week with parquet Friday, something we began in the New Year. The objective at this level is to get students working together to accomplish a goal, which builds positive teamwork and communication and supports self esteem.

Garden School Third Grade Brooklyn Museum Trip

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

The Third Grade went on a wonderful field trip on Thursday which began with a pizza lunch in a restaurant in Park Slope. Then the group traveled on to the Brooklyn Museum to spend the morning observing great art. The art tour began by looking at chairs which were made for Kings, Emperors and Pharaohs.

The students also studied the Harmony chair, which was a piece of art made out of deactivated weapons of war. The Brooklyn Museum states that, "In fact, none of these three chairs were meant for sitting. Gonçalo Mabunda's *Harmony Chair* uses decommissioned handguns, bullet belts, and other munitions collected from the estimated 7 million weapons left in Mozambique following the end of its civil war in 1992. Its design references a coastal East African tradition of high-backed chairs that were symbols of power and prestige, discussion and debate. The chair made the students realize that the best use for weapons is for art.

Then the group headed up to the third floor to see the Egyptian Exhibition of mummies and sarcophaguses. Some of the young archaeologists also began to decipher hieroglyphics and the hidden meanings of colors on the pieces of art. It was difficult for the students to realize how old the art was in the Egyptian wing because of how well preserved it was. Many times I heard the question, "Is this art really from ancient Egypt or is it a recreation?"

Everyone had such a great time and they all agreed that they would like to go back very soon!





Grade 4, 5 and 6 Fine Arts - Music

By: Tom Heineman (Music Teacher)

Fourth Grade students are in the process of creating their own small group compositions based around the sounds heard in a storm. They created compositional maps to show the sounds they chose and their sequence, and the next step will be deciding how to recreate those sounds and perform them on classroom instruments. Their visuals will be combined with recordings of the compositions in a video to finalize the project.

Previously, the class learned about Ludwig Van Beethoven through a slideshow presentation with examples of some of his work. One of the pieces that the class will explore after completion of the above project is the Fourth movement from the 6th Symphony, The Pastoral Symphony, in which Beethoven tried to musically represent the sounds of a storm. The class will listen to solo examples of orchestral instruments and speculate as to which ones Beethoven might have used to create various storm events. When listening to the movement, they will hold up placards when they believe they hear a specific sound/instrument.

Students in Fifth grade are currently immersed in their Jazz unit. Tracing it back to its origins, we've had the opportunity to listen to James P. Johnson's wonderful stride piano style with incredibly busy left hand, Ella Fitzgerald wordless vocalizations and forceful singing, Duke Ellington's clever compositional style to take advantage of the talents within his orchestra, and Louis Armstrong's commanding voice and trumpet which altered the course of both Jazz and Popular music. An appreciation for New York City's history has also been at the core of the early part of the unit, as the above artists spent the majority of their musical careers in New York, and the city figured prominently in nearly every Jazz players' career. Fifth Graders have already tackled playing a Jazz riff on recorder, and they will also experience the music through singing and drumming. On the horizon is the be-bop revolution of the 1940s, a style that sprang from the imagination of the peerless saxophonist Charlie Parker and changed the course of the music completely. The unit will end with visual presentations by the students profiling other Jazz greats.

Sixth grade students are winding down their Beatles unit. We've traced the Beatles' evolution through their music, and how they helped alter the definition of Pop music during their brief history. We've also been examining the cultural impact that the band had. After concluding the unit, students in Sixth grade will begin their theatrical unit. Students will have opportunities to improvise scenes within given scenarios, and they will be working on delivering dialogue with emotion, playing off one another, and giving dramatic performances. Creating a character replete with mannerisms that students can demonstrate visually will be another key initiative.





Grade 4, 5 and 6 Fine Arts - Art

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

For Black History Month, the Fourth, Fifth and Sixth grade art students are learning about the African American artist, Horace Pippin. Horace Pippin, who was born in 1888, was very poor and had no art materials until he won a box of crayons from a magazine contest because he drew so well.

He painted Interior, in 1944 with oil paint on canvas, which is a painting of a kitchen from long ago. After thoroughly looking at this painting and observing all the 'clues', the students were able to see how people used to live with stoves that used firewood, water that had to be pumped from a well and windows that leaked cold air in the winter.

The artists will practice drawing furniture and decide if they want to draw a room from their home or make up a room as they like it. Demonstrations will include showing students how to draw lightly with their pencil, painting 'wet on dry' or 'wet on wet' method and which one is for what purpose. After drawing a room on watercolor paper complete with furniture and the like, the artists will use watercolors as their media.



Middle School

Grade 7 Mathematics

By: Sonia Ambarsom (Mathematics Teacher)

The Sensational Seventh graders have been working hard with solving and graphing inequalities. They have mastered solving inequalities with fractions, decimals, grouping symbols and variables on both sides. The 7th graders have discussed various real life situations where inequalities are used. For example, at an amusement park, you must be at least 60 inches to ride the roller coaster. The students have learned about compound inequalities, where the words "and" and "or" are used. For example, the diner gives a 10% discount to people 65 and over OR 10 and younger, involves a compound inequality. Our next unit, we will focus on polynomials. The students will learn how to perform the basic operations involving polynomials and monomials.

Grade 8 Mathematics

By: Sonia Ambarsom (Mathematics Teacher)

The eighth graders in Algebra I have been multiplying binomials using the FOIL method and now are "undoing" this multiplication by factoring, specifically trinomials in which the leading coefficient (of the x^2 term) is 1. Factoring polynomial expressions is not quite the same as factoring numbers, but the concept is very similar. When factoring numbers or factoring polynomials, you are finding numbers or polynomials that divide out evenly from the original numbers or polynomials. But in the case of polynomials, you are dividing numbers and variables out of expressions, not just dividing numbers out of numbers. And in Algebra I, it's all about the variables!



High School

Grade 9 Science - Biology

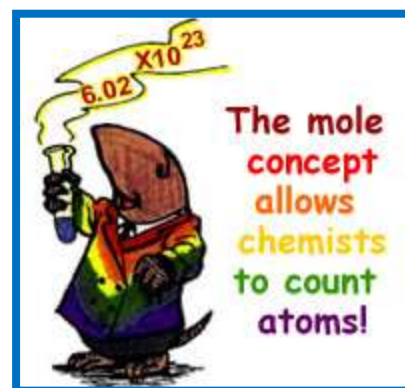
By: Marlene Dapice (Science Teacher)

Students in biology class are currently studying human body systems. As an extension of the class discussion about the nervous system, students are conducting a series of laboratory exercises dealing with human senses. This multipart project will encompass an exploration and evaluation of each one of the five senses: sight, touch, taste, smell, and hearing. It is interesting to listen to the data exchanges between students as they compare who, for instance, had the greatest sensitivity when it came to the two-point discrimination test on the skin. Future laboratory exercises will afford students additional opportunities to investigate the human body.

Grade 10 Science

By: Marlene Dapice (Science Teacher, Science Department Chair)

Students in chemistry class have completed a unit dealing with a very important concept, the mole. The ability to understand what a mole is and utilize the various mathematical relationships associated with it is essential to their successful completion of the chemistry course. Most recently, students conducted a laboratory exercise involved with determining the percentage of water contained in a hydrated salt. They will compare the theoretical percentage of water in each of the three compounds tested to the data gathered experimentally and present the results, as well as their interpretation of same, in the form of a well written and organized laboratory report.



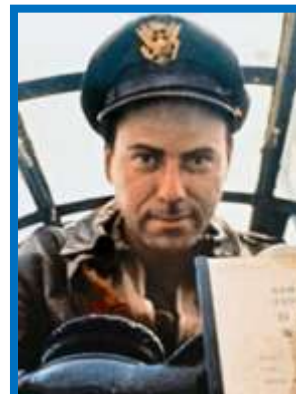
Grade 11 English

By: (English Teacher, English Department, Chair)

Pat Conroy in his autobiographical "My Reading Life", remembered GONE WITH THE WIND as the book that made the South come alive for his mother, who was from Atlanta. And ever since, he says, he thinks of books as living things that can make readers see a world of imagination come alive. He became an author because he saw the power of words to make something, to expand a person's life.

So what is going on in English classes for our juniors and seniors? Sixth period AP English is investigating HAMLET's dilemma from the views of psychological, symbolical, historical, philosophical viewpoints. Who is to say ha one view is real and another not real? Can Hamlet make us understand the current presidential campaign, the motives involved, the vying for votes and approval? And how can an Epic hero lead us to evaluate the "heroes" stepping up to do battle in debates on television?

Comedy class is looking back at World War II through the black humor of Joseph Heller. None of us was there but Heller can draw the airmen and the platoon and the squad and even the ethos of the generals in time of war. And yet at the end of the day we will laugh at the regulations and the logic of that war, at the same time that our leaders face migrants at borders, crazy nuclear weapon wielding leaders, and suddenly zika challenges. What can we do but turn to the wisdom of Yossarian and use our own Catch 22s to live and be sane.





CATCH A WAVE

at
Garden School Summer Camp
We Make Summer Easy & Fun!



Fine Arts **A**cademics **S**ports **T**echnology



Garden School Summer

June 27th - August 19th • Nursery - 13 Years Old

Half/Full Days • 7:30 am-6 pm Available

Choose As Many Days or Weeks As Needed

- ✓ Swimming Pool + Lessons
- ✓ Special Events
- ✓ Lunch & Snack Included

- ✓ Flexible Scheduling
- ✓ Drop-In Available
- ✓ Door to Door Transport



Register Before We Fill Up!

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More information and download Summer Camp 2016 brochure here:

<http://www.gardenschool.org/programs/summer/>



Garden School Summer Camp Registration

Student Name: _____ Gender: _____ DOB: _____

Grade in Sept. 2015: _____ School: _____ T-Shirt Size: _____

Parent Name(s): _____

Address: _____

Home Phone: _____ Cell Phone: _____

Email 1: _____ Email 2: _____

Parent 1's Name & Business No: _____ () _____

Contact person if Parents unavailable Name & Telephone No: _____

Parent 2's Name & Business No _____ () _____

Circle your week of interest @ \$600 per week:

Week 1 June 27

Week 5 July 25

Week 2 July 4 (4 days)

Week 6 August 1

Week 3 July 11

Week 7 August 8

Week 4 July 18

Week 8 August 15

Choose your program:

RATE

• Nursery (Ages 1.5 to 3) # of Days _____ AM/PM Full \$ _____

• Junior (Ages 3-4) # of Days _____ AM/PM Full \$ _____

• Intermediate (Ages 5-6) # of Days _____ AM/PM Full \$ _____

• FAST Specialty (Ages 7 to 13)

IMPORTANT: PLEASE CHOOSE AND CIRCLE YOUR SPECIALTY BELOW

Fine Arts

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Sports

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Second Child - Deduct 10%

Less Discount

\$ _____

Total # of weeks: _____ x \$600 = \$ _____ +

Add transportation option (circle one/two way below) x \$125 per week \$ _____

Round Trip Bus / One way Bus-AM or PM

TOTAL FEE: = \$ _____

A non-refundable deposit of \$600 secures a place for your child. The balance of the total summer fee must be paid in full by May 27th, 2016. Payment can be made by cash, check, MasterCard, Visa or American Express.

Parent Signature: _____

How did you hear about our Program? _____

Scan/send to: campdirector@gardenschool.org Fax to: (718) 565-1169 Apply online: www.gardenschool.org/summer