GARDEN SCHOOL NEWSLETTER

Richard Marotta, *Ph. D., Headmaster*

Volume 92 Number: XXV **"Academic Excellence Since 1923"** **Friday, April 17, 2015**

Thoughts for the week

By Richard Marotta, Ph.D., Headmaster

Building a community of learners is one of the primary tasks of an independent school. It is within the structure of our community that learning becomes simultaneously an individual and a collective act. This process of blending the individual and the collective takes its origins from the very beginning of educations. As we look over the history of education, we have to acknowledge that the word college, for example, comes from *collegiums*, which means to read together.

The practical issues surrounding building a community of learners center on the school's ability to create an environment in which mutually shared, or at least acquired, interests can flourish within the framework of the learning community. When we think about curriculum, we need to look at the history or the literature we study. Does that curriculum unite us in a collective exploration of a topic that allows us to see the links between the past and the present, between the choices faced by prior generations and the choices faced by the current generations, and perhaps, even more profoundly, how does the study of history, literature, science etc. help explain the very essence of human nature?

All of our curriculum work ultimately is an attempt to understand our nature and our identity. When we examine a historical moment, we, of course, focus on the details of that experience: the context, the causes, the effects become the center of the approach to the topic. The same is true for literature. When we examine a character or a narrative, we seek to identify the primary characteristics of the experience. Yet, the embedded curriculum is the same one that Plato and Aristotle struggled with in their philosophy: what is the essence of human nature? Ultimately, that is the heart of all curricula.

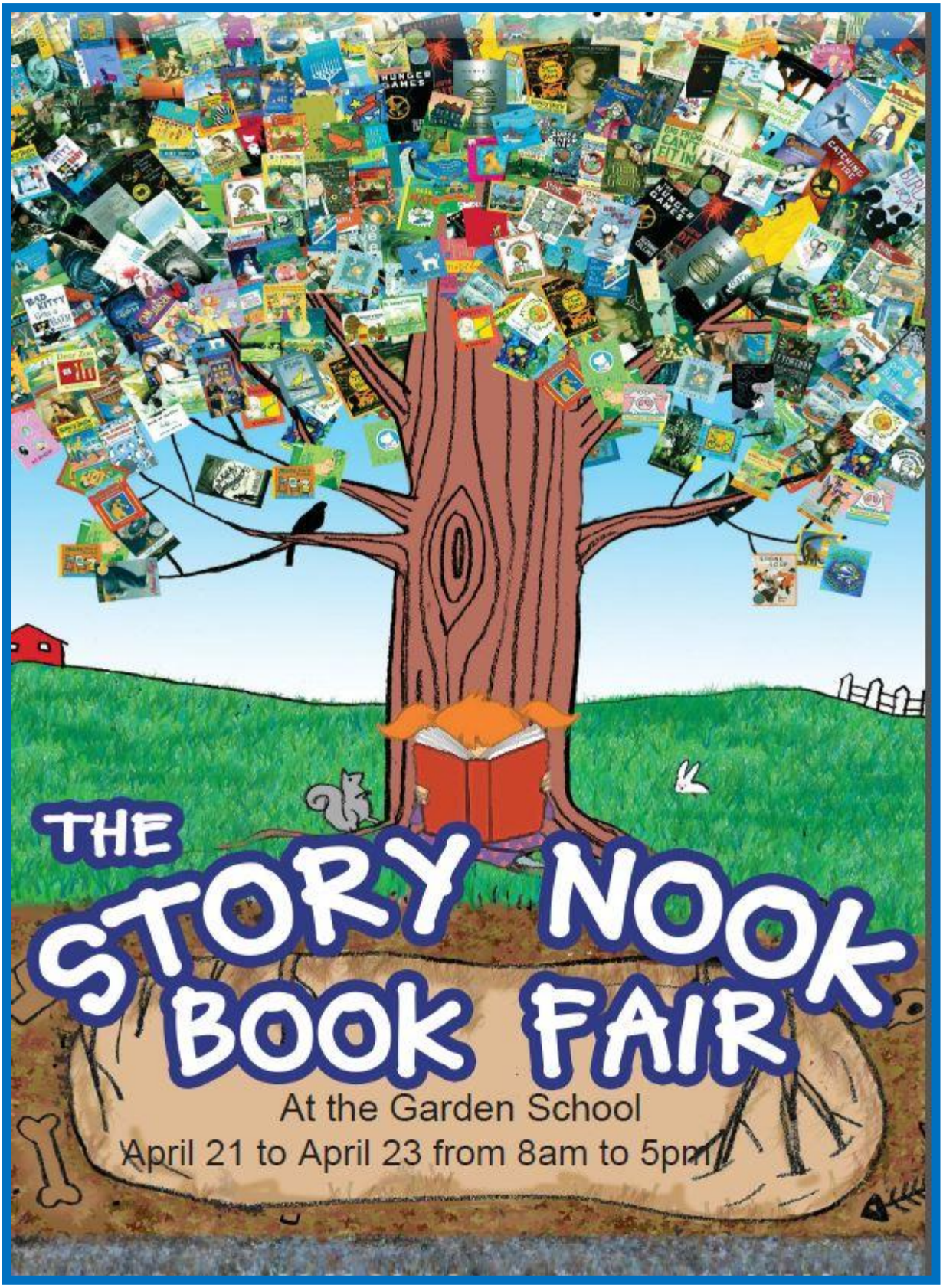
The high level of self reflection through the examination of an objective idea or situation brings us to the meaning of evolving into a community of learners. We study a subject to understand it objectively; then we extrapolate from that subject a level of collective or communal meaning and finally, we move to the issue of what does our course of study teach us about human nature. The difficulty for all of us is that human nature combines the biological, psychological and the culture. Unpacking this complex association of forces is the true essence of education*. *Nosce teipsum—know thyself.*

DATES TO REMEMBER:

- **Monday, April 20 : Adventure Park Trip for Grades 7 and 8**
- **Tuesday, April 21 – Thursday, April 23: Book Fair-Garden School Library (8AM-5PM) (see flyer)**
- **Thursday, April 23: Grades 9 - 12 to Poets House - Shakespeare Poetry Recitation**
- **Monday, April 27 : College Fair for Juniors at UNIS**
- **Tuesday, April 28: Parent Teacher Association (PTA) meeting - Library, 6:00 PM - All parents welcome**
- **Monday, May 4 to Wednesday, May 6: Washington, DC & Gettysburg Trip for Grades 5, 6 and 7**
- **Monday, May 11: Dance Recital in the gym - All welcome to attend**
- **Wednesday, May 13: Walk-A-Thon - All-school event - Please join us!**
- **Friday, May 15: Caumsett State Park Trip for 4th Grade (Tentative)**
- **Tuesday, May 19: Spring Fling**
- **Thursday, May 21: Senior Prom at the St. Regis**
- **Friday, May 22: Senior Breakfast**
- **Monday, May 25: School Closed for Memorial Day**
- **Tuesday, May 26: Senior Dinner**
- **Thursday, May 28: Music Recital in the library - All welcome to attend**
- **Thursday, May 28: Upper Division Yearbook Dance**
- **Monday, June 1 – Friday, June 5 : Upper Division Final Exams**
- **Tuesday, June 2: Lower Division Talent Show**
- **Friday, June 5: Moving Up Ceremonies – Kindergarten (9AM) and Grade 6 (10:30AM)**
- **Friday, June 5: NOON Dismissal**

Return enrollment agreements *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. 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!


THE
STORY NOOK
BOOK FAIR
At the Garden School
April 21 to April 23 from 8am to 5pm

Math for Nursery

By: Joanne Vogel (Nursery Teacher)

For the nursery children, numbers are an everyday occurrence in the classroom. Each morning they count the number of their friends in the classroom. Calendar time includes rote-counting. Meal time is an excellent opportunity for children to practice the concept of one-to-one correspondence as each can sit in a chair and get one napkin. What happens when some are missing? How many more do we need? Let's count!

Observations throughout the day always include queries of size and shape. Comparisons are constantly made so children hone their experiential skills. The reading of books provides situations for analysis of elapsed time: before, after, now, then, long ago.

These activities are not limited to the English language. Through pictures, kinesthetic activities, and oral language the nursery children proudly count to 13 in Mandarin.

Parents should recreate these same scenes at home. Enjoy your child's journey into mathematics!

Math for Pre-K

By: Eileen Reyes (Pre-K Teacher)

Many children enter school already able to count and recognize a few numbers. However, being able to say the names of the numbers is not the same as understanding number concepts. Understanding counting does not really come until the idea that there is a one-to-one correspondence between each number name spoken and an object in a set being counted. Pre-K has been practicing this using counters and pictures. When objects have been counted and a number symbol identified, the task is taken a step further when numbers are compared using vocabulary such as: more, less, greater, fewer, same, equal, etc.

Now that the students understand that numbers represent quantities we have been noticing how we use math every day. We have been incorporating counting into our daily routines by counting books on a shelf, steps to the door, or children in line. Also, we have been pointing out important numbers such as: age, height, address, phone number, and numbers on a clock or calendar. *More or Less* and *How Many* both by Judy Nayer, and *Numbers Every Day* by Karl Jenson Gold are some of the counting books that we have read.

Math for Kindergarten

By: Kristen Ahlfeld (Kindergarten Teacher)

The students in kindergarten have been learning to skip count by 10's , 5's and 2's. Learning to skip count is important for learning arithmetic operations. Skip counting helps children see patterns in numbers, and lays the foundation for later grades when students are learning multiplication facts. The children are gaining experience counting objects as they learn to skip count, count backwards and work with higher numbers.

This week the kindergartners enjoyed skip counting by 2's. We counted shoes, socks. eyes, ears arms, legs etc. In the field, the children used their gross motor skills to skip count on a number line.

Enjoy this short video of some of the kindergartners skip counting on a number line: https://youtu.be/khj_tGOVM9M

English for Grade 1

By: Jacquelyn Renner (Grade 1 Teacher)

Although April is poetry month, First Graders have been reading and writing about poetry all year. Each week, the class reads a poem that is seasonal or related to a topic in class. After reading the poem, students identify rhyming words, write about the meaning of the poem and draw what they visualize. It is interesting to see what image sticks out for each individual.

Poetry allows us to practice fluency and build confidence through oral reading and shared reading. This week's poem was welcoming spring. In addition to the usual tasks, students were challenged to find contractions, compound words, synonyms, and the number of syllables of words. We have already written a simile poem about a season. This week we wrote animal riddle poems. They had to write two lines describing the animal. One line about a word it rhymes with. The last line was a sound or action the animal makes. The students are creative and poetry gives them a different writing outlet in addition to story writing.

English for Grade 2

By: Stephanie Parker (Grade 2 Teacher)

The Second Graders are celebrating National Poetry Month. The Second Graders have defined poetry as free and creative writing with rhythm and feeling. They enjoy the fact that poems can be interpreted in different ways and they like to make text to self-connections with the poems they read. In particular, they are enjoying the poetry of Shel Silverstein and Jack Prelutsky.

The Second Graders have worked on identifying rhymes and coming up with lists of rhymes. The students have written poems in two styles thus far. The first type

of poem they wrote was an acrostic poem where they wrote a word down the side of the page and came up with words or phrases that began with each letter of the word. They wrote acrostic poems with their names, their pet's names and the word spring. The Second Graders also wrote Diamante poems which are poems in the shape of diamonds where each line uses specific types of words like adjectives or –ing verbs. The students wrote diamante poems about spring and turned them into kites!

This month the Second Graders will explore alliteration, personification and onomatopoeia. They will write haikus and couplets and their own. It is a great way for them to play with words and language and express themselves!

English for Grade 3

By: Nilla Ingravallo (Grade 3 Teacher)

The third graders have begun a graphing unit. They studied various ways to collect data, such as through surveying or by analyzing compiled data. The students also learned that data can be visually presented in graph format. They are learning how to read and make pictographs, bar graphs, circle graphs, line plots, and line graphs. The students will study how to draw these graphs as well as how to create them on Microsoft Excel.

The third graders are also studying the application and use of these graphs in everyday life; they discussed how graphs are used in businesses, companies, and weather forecasting. For example, the students discussed how businesses use surveying as a way of selecting new products to create. They learned about the 2002 "M&M's Global Color Vote," when the Mars candy company asked consumers to vote for a new M&M color.

In this unit, the third graders will apply their newly learned knowledge by creating and conducting their own surveying and graphing projects. The students will begin the project by developing three new products and/or ideas in the area of ice cream flavors, sports and/or games, and superheroes. Each student will create product names and a description of the three new products. The third graders will then survey their peers to see which new product they would like. To present their results, each student will create a bar graph or circle graph in Excel of the individual grade votes as well as the combined grade results.

Science for Grade 4

By: John Hale (Science Teacher)

The 4th grade is finishing up their investigation of the properties and uses of Electricity and Magnetism. In class, they learned and built series and parallel circuits and worked with electric motors to better understand the functions of electromagnets.

In computer class, they have started to research Caumsett State Park to help prepare them for their first overnight trip. They are finding maps and field guides to the plants and animals they will be investigating when they take their field trip on May 15th.

Science for Grade 5

By: Marlene Dapice (Science Department Chair)

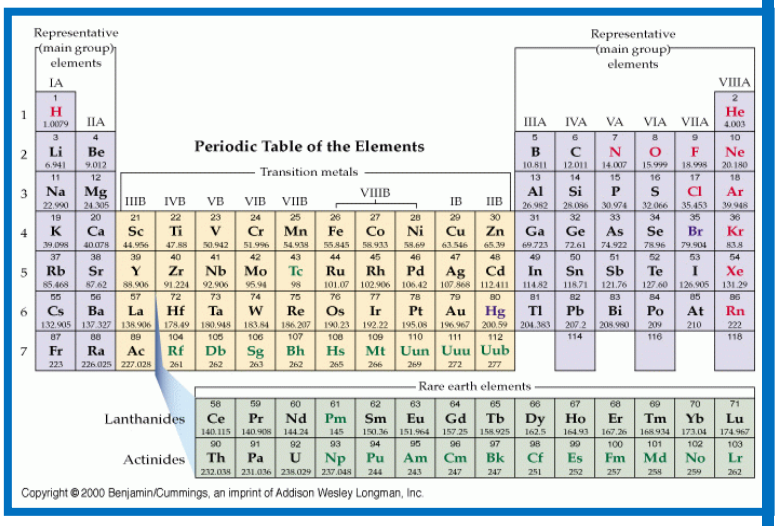
The fifth grade science class is currently studying astronomy. They have explored the meaning of stone circles, such as Stonehenge, and pyramids, such as Chichen Itza, as well as early astronomers, such as Galileo, and various types of telescopes, such as radio telescopes.

Each student was assigned a specific celestial body to research. Information was gathered about how the body got its name, by whom and when was it discovered, its physical characteristics and its chemical composition. Students built an astrolabe in class and used it to measure the angle formed between a paper star hung from the ceiling and themselves. They found it interesting to see how their position in the room relative to the star affected their measurement. A brief discussion of the types of information that can be obtained from this device ensued.

We are now exploring stars, giving special attention to our favorite one, the Sun.

Science for Grade 6

By: Patricia Georgi (Science Teacher)



Prior to the break, the 6th grade students began exploring the physical world around us. We began the unit by learning that matter is anything that has mass and takes up space. We have learned of some ways to measure the properties of matter. For example, they have learned how to use and read a triple beam balance to measure the mass of various objects within our science lab. They have also learned to use a graduated cylinder to find the volume of an irregular solid. The students also identified the different states of matter (solids, liquids, gases, and plasma) and have learned of physical and chemical changes.

This week, the 6th graders have learned that all matter is composed of tiny particles called atoms. They have taken a look at the structure of an atom through the electron cloud model and learned how atoms are composed of protons, neutrons and electrons. They are learning about elements, which are made up of only one type of atom and are currently exploring the periodic table of elements.

Next week, the 6th grade students will continue learning about the classification of matter.

Foreign Language for Grade 7

By: Agustin Melara (Foreign Language Department Chair)

Earlier this week, students in 7th grade Spanish were quizzed on their knowledge of numbers from 30-100. The importance of mastering this sequence of numbers is that it allows students to make references about daily occurrences such as prices, temperature, grades on exams, age, and time in Spanish.

Our next unit consisted of the acquisition of vocabulary related to places we go to during our leisure time using the verb *IR* (to go). For example, students were able to formulate sentences such as, *"Yo voy al cine"* (I go to the movies) and, *"Nosotros vamos a la playa"* (We go to the beach). They also learned how to incorporate different means of transportation using the verb *IR*: *"Ella va a la escuela en metro"* (She goes to school by subway). There will be a quiz on this latest unit next week.

Foreign Language for Grade 8

By: Gabriel Gomis (Foreign Language Teacher)

French 8 completed the vocabulary related to travel and tourism. Students should be able to use this new words to discuss their travel plans (airport, tickets, flights...).

We also introduced "Depuis quand" , "Depuis combien de temps", and "il y a" (for, since and ago) to help the students differentiate the starting point and the duration of an action or event.

Physical Education for Grades 9 and 10

By: Amy Ledden (Physical Education Teacher)

After a wonderful Spring Break, the 9th and 10th graders were back and eager to start a brand new unit in Physical Education. This week, we introduced Volleyball to our Upper Division students by going over the rules of the game and practicing skills. First, we started by explaining that there are six players on court in a volleyball team, who each must rotate one position clockwise every time their team wins back service from the opposition. A team can touch the ball three times on its side of the net. The usual pattern is a bump (an underarm pass made with the forearms), a set (an overhead pass made with the hands) and a spike (the overhead attacking shot). The ball is served into play and must make it over the net without any other teammates touching it.

We then explained and demonstrated the first skill they would be learning: bumping. Bumping the most basic, and most essential, skill in volleyball, and is a vital part in learning the sport. When bumping, you stand with your legs about shoulder width apart and lean forward a bit. Your knees should be slightly bent, and ready to spring into action. You create a platform, or "boogie board" with your arms, with the platform being the area between both your wrists and elbows. Clasp your hands in front of you, with your thumbs together, side-by-side, and be sure not to lace your fingers together, for this will make you lose control of the ball. Everybody in the class got a chance to thoroughly practice bumping, and then were given challenges to see how many passes they can make back and forth.

We then moved on to setting, where we taught students to put their hands together with their finger tips touching, forming a triangle with their index fingers and thumbs. We showed them how to bring their fingers apart to a distance that would be perfect for placing a ball, and push the ball up high with most of the force coming from their first two fingers. The students are all doing a wonderful job, and we cannot wait to form teams and start games next week!

History for Grades 11 and 12

By: Sarah O'Sullivan (History Teacher)

Through careful analysis the American History class has examined the emergence of the United States as a major player in foreign affairs. We have had many discussions about historical perspective and the American view versus the view of people in nations in Latin America and Asia. Many questioned the role of "industrial nations" and whether their influence had a positive or negative effect.

Lastly, students examined the horrific consequences of alliances, militarism, and imperialism as we study World War One. We discussed how great wars could be prevented in a tolerant society.

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. 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.

You can send an email directly to Jim Gaines, Director of Outreach, at jgaines@gardenschool.org, with the family's names and contact information, grade of interest, etc. 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.

ANNUAL WALKATHON

One of the biggest Garden PTA fundraisers and community events of the year!

Parents and students are asked to support the Garden PTA and participate in several ways!

- ***Register for $30 below, get your Garden Walkathon t-shirt and participate in the activities***
- ***For a $100 donation to the PTA, your family name will be printed on your t-shirt***
- ***Pledge and solicit pledges from friends and family members to support your walker***
- ***Buy and sell raffle tickets! $100 gift card, IPod shuffle and many other great prizes***
- ***Solicit business sponsorships and/or be a sponsor yourself!***
- ***Walk the 1 mile roundtrip along 34th Avenue! (UPK will walk around the field)***
- ***Volunteer to help organize for a couple of hours during the day***

WEDNESDAY, MAY 13TH (TIME TBA…)

Upper Division gathers in the Gym! Lower Division gather in their classrooms!
Walk the route or cheer them on! Enjoy ice cream and activities on the field after the walk!

I,_____, give my child_____, in grade(s)____,
Parent's Name — Child(ren)'s Name(s)

permission to participate in the WALK-A-THON on Wednesday, May 13. Attached is the $30 registration fee (and $15 for each added student in my family).

Parent/Guardian Signature _____Date:_____

Register before May 1st to receive 5 free raffle tickets!!

FAMILY / CHILD'S NAME ADDED TO WALK-A-THON SHIRTS!

Include an additional $100 to support the Garden PTA and your child's name or family name will be printed on your WALK-A-THON t-shirts!

Please print name below how you would like it to appear on the T-shirt

Print T-shirt Name(s) Here: _____

BUSINESS OR CORPORATE SPONSORSHIPS

We are selling sponsorships in amount of $250, $500 and $1,000. The company's name/logo will be prominently printed on the back of the WALK-A-THON T-shirts. Please print below or send a print ready logo/name to pta@gardenschool.org.

Deadline for SHIRT Submissions is May 4th. **Thank you for your continued support of the PTA!**

Garden Gala 2015

April 15th, 2015

Dear Friend:

Garden School held its 2015 Garden Gala on Friday, March 27th at Terrace on the Park. With over 300 tickets sold, I am delighted that it was our biggest turnout yet and it was a pleasure to see so many Gardenites together catching up, reminiscing, enjoying the party and supporting Garden School and our honorees.

We are especially thankful to our Honorees, Hope and George Alexiou, alumni parents; and to celebrate Eileen Reyes, Dean of N-K and a member of the Lower Division Early Childhood Faculty, with three decades of service to Garden School and Lisa Sohmer, Director of College Counseling and Upper Division Coordinator.

Thank you to the Garden Gala Committee members and our many volunteers, donors and vendors who helped to make this wonderful evening a great success. We could not have had such a marvelous event without all of you!

If you were unable to attend and you would still like to participate in supporting Garden's ongoing success by making a donation, please follow the link below and go to the bottom of the page to choose your donation amount. Garden is a 501C-3, not-for-profit corporation and your contribution is tax deductible. With your support, Garden can continue to serve our community by offering a first-class education to our many deserving students and their families. We are very grateful for every donation made.

Stay tuned for more information and until then, please see the next page and click on the link below and enjoy a few photos from this year's event.

Once again, thank you and see you next year!

Jean Kinn

Chair, 2015 Garden Gala Committee

There is still time to make a donation here:

https://interland3.donorperfect.net/weblink/weblink.aspx?name=E41732&id=2

Garden Gala 2015 Photos Available Here

https://plus.google.com/photos/117132029482410783890/albums/6138069828621495937

2015 GARDEN GALA PHOTOS