



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 94 Number: XXXIII

"Cultivating Success in Every Child"

Friday, April 21, 2017

Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



Today by many scholarly opinions is Shakespeare's birthday. While there are some differences of opinions about this date among both British and American scholars, there is enough evidence to support the conclusion that today is actually the day when the 'swan of Avon' was born. Why this is important to us rests mainly with the way that Shakespeare's plays have entered into the imagination of our world. These dramatic works form a substantial part of the way in which we see the theatre, understand the role of the play and engage in discourse about the human personality. For Garden School, Shakespeare plays an important part in the manner of our educating our students about reading and thinking about the human experience. In

many of our classes, students read a play or two by Shakespeare, and in some cases, act out some of the scenes. In the seventh/eighth grades at the moment, students are reading *A Midsummer Night's Dream* (next year, *The Tempest*) and acting out some of the scenes. This gives them such a strong sense of the play as living theatre; these plays are not relics; instead they are the living fabric of the way in which we define ourselves.

In the ninth grades, students read *Romeo and Juliet* and explore the delicate balance between tragedy and comedy. Here they get to understand how decisions can lead to sometimes terrible consequences. In the tenth grade, we read *Macbeth*, one of Shakespeare more violent tragedies. Our students confront the idea of ambition without a moral compass and the manner in which the character perform acts that are sometimes spontaneous but often brutal. Studying *Macbeth* gives our students a look into the dark-side of humanity and how that dark-side can be avoided and regenerated.

In AP English, we read *Othello* and *Hamlet*. Here we encounter the idea of the power of language to create a world view and influence how we think and act. Both of these play pushes the idea that language can often be positive and negative simultaneously. Our older students study these play in order to understand how a play is written, what is the meaning of literary exploration and how does that literary work correspond to the reality of day to day living. Shakespeare has a significant influence on how we think and see the world. Even the younger children who see *The Lion King* are being exposed to the plot of Hamlet with many of its complications intact.

Inquiry-based learning talks about how learning should originate in questions. My view is that Shakespeare often uses the idea of the question to stimulate the action of the play. Questions abound in Shakespeare; however, answers are hard to find. Like a great teacher, Shakespeare stimulates thought, inquiry and questioning, and like a great teacher, he leaves it up to the student to discover the answer.



DATES TO REMEMBER:

- **Wednesday, March 1: 2017-2018 Financial Aid Applications Deadline!**
All FA applications should be turned into the Business Office by this time. Please contact Ms. Maisano at mmaisano@gardenschool.org if you have any questions or need more time
- **Monday, April 24: College Fair for Juniors at UNIS**
- **Monday, April 24 to Wednesday, April 26: Boston Trip for Grades 5 and 6**
- **Monday, May 1: Teacher Appreciation Breakfast**
- **Tuesday, May 2: Bake Sale**
- **Tuesday, May 2: Rockets Boys for Grade 8**
- **Wednesday, May 3-Friday, May 12: AP Exams for Upper Division**
- **Thursday, May 4: Brooklyn Museum Trip for Grade 1**
- **Friday, May 12: Talent Show**
- **Friday, May 12: International Night**
- **Monday, May 15: Honor Society Induction Ceremony**
- **Tuesday, May 16: Music Recital**
- **Thursday, May 18: Walk-A-Thon**
- **Thursday, May 18: PTA Elections**
- **Friday, May 19: Caumsett State Park Trip & Sleepover for Grade 4**
- **Friday, May 19: Brooklyn Museum Trip for Grades 2 & 3**
- **Monday, May 22: Dance Recital**
- **Tuesday, May, 23 & Thursday, May 25: SAT Exams for Grades 4 to 6**
- **Thursday, May 25: Senior Prom at The St. Regis**
- **Monday, May 29: School Closed for Memorial Day**
- **Tuesday, May 30: Senior Dinner**
- **Wednesday, May 31: Spring Show**

Support Mrs. Knopf Marching for March of Dimes

By: Carmela Knopf (Nursery Head Teacher)

It's that time of year again...I'm walking on Sunday, April 30th, for Babies and raising money because I care about healthy babies and to honor, my daughter, Cristina Rose, who was born at 30 weeks and is now doing great!

I know this cause is important to all of us and to you, too. Can you help me reach my goal by making a donation to my walk? It's easy, just click below to my fundraising page. Your gift supports [March of Dimes](#) research and programs that help moms have full-term pregnancies and babies begin healthy lives. And it's used to bring comfort and information to families with a baby in newborn intensive care. You can make a secure donation with your credit card, or, if you prefer, cash or a check dropped off at the Front Desk or to me in Nursery is fine, too. Thank you for your support!

<https://www.marchforbabies.org/Carmela1022>





Garden School Parent Association

By: **Maria D'Amore (PTA Secretary)**
Dear Garden Parents,

The Annual Garden School Walk-A-Thon is May 18th, is less than 4 weeks away! Please consider volunteering for this amazing fun-filled event! Even bigger & better than last year - we will need all the help we can get...

Please [e-mail me back](#) or text me at 718-517-0769 with any questions or concerns-or if you can volunteer!

Thank you in advance!!!

College Guidance

By: **Lisa Sohmer, Director of College Counseling**

Across the country, high school seniors are preparing to graduate and enroll in college. The decisions about where they are going are due on May 1st — universal reply date — and represent the end of the application process and the first step in college matriculation.

At Garden, we will once again see 100% of our graduating seniors enrolling in college this fall. Since 2015 (in conjunction with Michelle Obama's Reach Higher initiative) we have recognized College Signing Day by inviting the seniors to show their new college pride by wearing their college tees to school.

Will you help them celebrate on May 1st by wearing your own college gear (tees, sweatshirts, hats, etc.) to school? Let's make it a school-wide event with teachers, administrators and students in all grades taking part!



Garden Spring Athletics Schedules

Garden School Boys Varsity Baseball 2017

Opponent	Day	Date	Time	Location
BWL	Tue	4/25	4:00	RI #48
BFS	Tue	4/26	4:00	Red Hook #9
Churchill	Fri	4/28	4:00	RI #53
BWL	Mon	5/1	4:00	TBA
LREI	Tue	5/2	4:00	RI #53
BFS	Thur	5/4	4:00	Kaiser Park #1

-  North Meadow is located in Central Park (E 97 St & 5th Ave)
-  St. Michael's Park is located on 68th St & 30th Ave Woodside
-  Red Hook Field is located on 155 Bay Street in Red Hook Brooklyn

[Click here for location of away games *](#)





Garden School Varsity Girls Softball 2017

Day	Date	Opponent	Location	Time
Tue	4/25	Churchill	TBD	4:00
Wed	4/26	BFS	TBD	4:00
Fri	4/28	BRP	TBD	4:00
Mon	5/1	BRP	TBD	4:00
Tue	5/2	LREI	TBD	4:00
Thur	5/5	BFS	TBD	4:00

 Kissena Park is located on Kissena Blvd & Booth Memorial Ave. in Flushing.

 CP Great Lawn Fields are located in Central Park (E 79 St & 5th Ave)

 Red Hook Field is located on 155 Bay St Red Hook Bklyn, NY 11231

[Click here for location of away games *](#)



Garden School Varsity Tennis Schedule 2017

Day	Date	Opponent	Location	Time
Wed	4/26	Dwight	USTA	4:00
Mon	5/1	BWL	USTA	4:00
Wed	5/17	FASNY	USTA	4:00
Mon	5/22	York Prep	USTA	4:00
<i>Mon 5/19/ont></i>		<i>ISAL "Post Season ALL-DAY Tournament"</i>	<i>USTA</i>	<i>10AM-5PM</i>

All matches will be played at Riverdale Courts .

Middle School Softball Schedule TBA

Pre-K For All Language Arts

By: Ms. Hazel & Ms. Maureen (PKFA Teachers, Room 4)

After an amazing Spring break we dove right back into the Water unit. This week we've made many splashes in several centers; In our Science center students predicted if different objects such as pennies, legos and foam blocks would sink or float in the water table. In our math center students measured water in different cup sizes and predicted how many times it would take to fill up another object. In our art center we took a social emotional approach and focused on how water makes us feel happy. Besides learning about the different ways in which we use water to enrich our daily lives we also will continue to learn about the ways we can help conserve water. Everyone be peaceful on Earth day this Saturday!



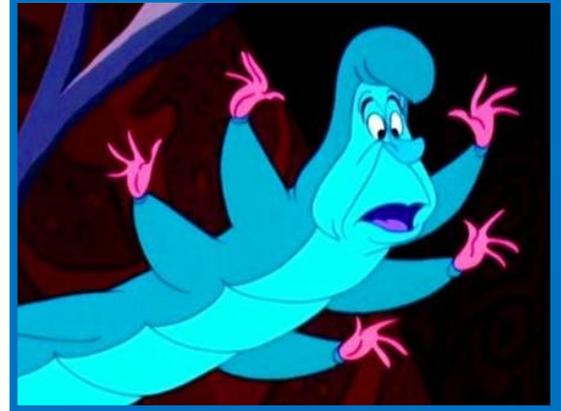


Nursery - Kindergarten Fine Arts - Music

By: Tom Heineman (Music Teacher)

The list of songs Nursery students perform on a regular basis numbers over 20!

Students have added the song 'Blue Tail Fly' to their singing repertoire, and enjoying singing songs they know at various tempos. Most exciting is when we sing songs very briskly; this week, we attempted very bright tempos for 'This Old Man' and 'Itsy Bitsy Spider.' Students in Nursery have also been dancing to music from the 1950s, 1970s, and 1990s. Sometimes, we dance without specific guidelines, and other times we perform specific actions when we dance. Pre-K and Kindergarten students have been moving to music based around this principle, as well. They even volunteered their own suggestions, and we perform movements based upon their lists of words.



Students in Pre-Kindergarten and Kindergarten have begun rehearsing songs for the Spring Show, the musical **Alice in Wonderland Jr.** 'Zip-A-Dee-Doo-Dah,' a song initiated by the Caterpillar, is one to which they've quickly taken a liking. In the musical, the Caterpillar explains to Alice that he doesn't know the meaning behind the words in the title of the number, but that it makes you feel good and can turn your day around.

Grade 1 Mathematics

By: Kristin Alhfeldt (First Grade Teacher)

The first graders are working on solving problems by using a table.

Number tables help students see patterns and explore numerical relationships. The children created a table to calculate how many fingers and toes are in our class. They strategically organized information and used patterns to find the solution. The process fostered the use of rows and columns to organize, record and interpret information. The relationship between sets of numbers reinforce algebraic understanding.

The students enjoyed working collectively to build a table and figure out we have 420 phalanges in our class!

Congratulations to First Grade for raising the most money for the Leukemia and Lymphoma Society Drive and earning a Pizza Party today! Thank you to Mirabella C. for organizing the party!





Grade 2 Mathematics

By: Paula Sirard-James (Second Grade Teacher, Dean of Grades 1-3)

The second graders love math! Over the past weeks, we have been working with time, learning how to tell time, calculate elapsed time, and we have practiced time with respect to the days of the week and the calendar. Our learning has been through word problems, classroom games, and hands-on activities. We have used our computer lab class to practice telling time through online games. We also have been practicing elapsed time while playing our counting coins game. Students have worked to "beat the clock" and calculate the elapsed time. The goal is to discover our shortest play time.

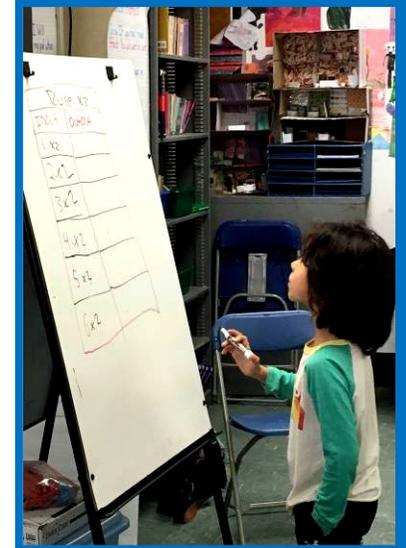
The next unit we will cover is measurement. One exciting activity will be for students to connect our fairy tale/folktale unit in reading to a STEM activity. The children will have the opportunity to solve a problem for a character in a story by building something using provided materials. They will need to plan, create, and test what they build to make sure they have a sound structure that will move objects a specific distance. I look forward creating and testing their designs, and seeing the students rise to the challenge.



Grade 3 Mathematics

By: Julia Schatten (Third Grade Teacher)

This week in math the 3rd grade students completed their first unit in division concepts and facts. They took a closer look at what division *really* is and how to make sense of the problem being asked. They strengthen the skills needed to properly approach and solve problems. Children were used a variety of manipulative and shared their problem solving strategies and thought process. Students worked in small groups, in partners and individually to strengthen their mathematical understanding and ability.

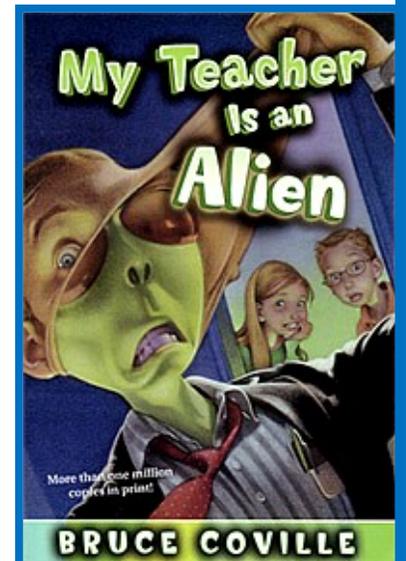


Grade 4 Language Arts

By: Phil D'Anna (Language Arts Teacher, Dean of Grades 4-6)

This week the fourth grade excitedly began its final novel of the year, My Teacher is an Alien. This great science fiction piece pits the main characters, sixth graders Susan Simmons and Peter Thompson, against their new substitute teacher, Mr. Smith. Hoping to find their former teacher, Susan and Peter must work together to expose Mr. Smith for what he really is! The class is already excited to see how these two students will uncover secrets and save their class from a dreadful fate.

This reading and writing unit will again feature summary writing and retelling of important information. Discerning the main ideas from supportive detail is what helps students to understand and follow a story's plot, and it also helps eliminate erroneous details from written responses. It is with this focus in mind that students should be reading and writing each day in class or at home. This is a skill set that will be invaluable to these young learners.





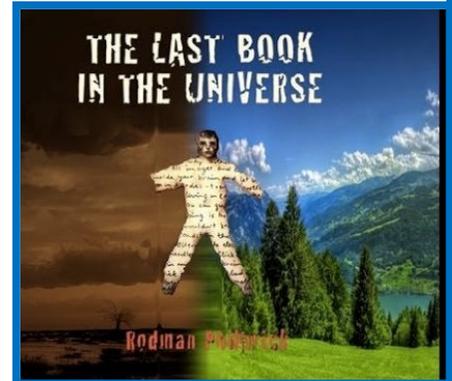
Fourth grade is marked by the increased level of independence, and as we enter a busy Spring, I cannot stress the importance of responsibility. It has been great to see the different methods that students have adopted to help themselves keep track of their assignments and make sure they meet the expectations. Now is a time to develop and strengthen habits conducive to academic achievement.

Grade 5 Language Arts

By: Phil D'Anna (Language Arts Teacher, Dean of Grades 4-6)

What does the future look like? Will it be a prosperous and perfect utopia, or will it be a barren wasteland? Will it be a country of equality and tolerance, or will technology create a distinct social class of genetically enhanced citizens?

These are the questions that are answered by The Last Book in the Universe. Set in the distant future, the citizens of the Urb are surrounded by futuristic technology despite their decrepit living conditions. They no longer read or write; they use mind probes instead to have any experience they want lodged directly into their brains. Moreover, the Proofs have been genetically modified to be absolutely perfect, and consequently, live apart from Normal people in the land of Eden. But when young Spaz learns that his adopted sister Bean is sick, he and his friends Ryter and Little Face go off on an excursion to help her. Along the way, Ryter attempts to finish writing the last book in the universe.



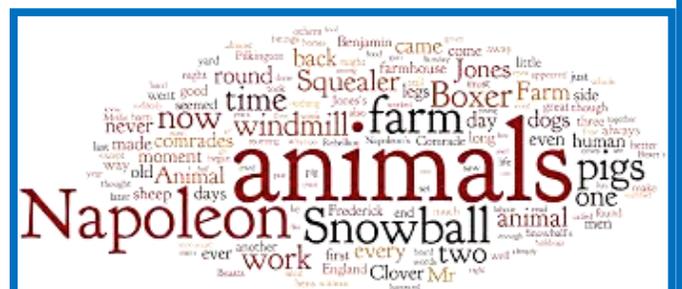
This intriguing novel asks students to evaluate the importance of reading and writing as part of their education, but it also analyzes the importance of social climates, equality, and technology. As the fifth graders delve further into this book, they will continue developing their own reading and writing skills. The fourth quarter will be a great opportunity to practice more five-paragraph essays in preparation for the sixth grade, and it will also be a time for the students to establish successful independent work habits amidst the busy May schedule. It is important that, as the year rapidly comes to a close, that the students of fifth grade maintain their focus on all of their schoolwork as they enjoy the benefits of the warm Spring weather.

Grade 6 Language Arts

By: Phil D'Anna (Language Arts Teacher, Dean of Grades 4-6)

The Spring is an interesting time of year for sixth grade students. The weather is warming up (we hope!) and the students are beginning to expel some of their pent-up energy from the winter months. Luckily for them, there is a multitude of events that allow for this kind of excitement. In the coming weeks, the students will participate in events like the Walk-a-thon, the Talent Show, and most notably, their Spring Theater performance! In addition, the pool will soon be reopened and students will have the opportunity to go swimming at certain points during the week! It truly is an exciting time to be a sixth grader.

With all of this excitement, though, it is important for the students to remain focused on the work at hand. The sixth graders are working on various assignments this month. Some students will be reading different short stories and literature that continues the discussion of societal equality and utopian/dystopian societies. Other students will be reading Animal Farm, George Orwell's satire of the Russian Revolution





and surrounding events in history. Again, the focus being the idea of equality in different societies.

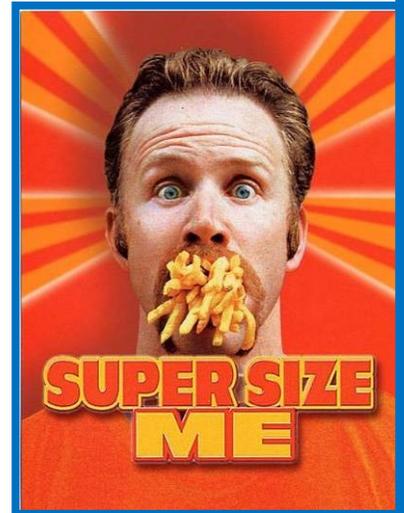
In both cases, it is important that all students in the class understand their role as learners – each day and each week – so that they can continue to develop strong work habits as well as critical reasoning and thinking skills. It will be a month that presents many challenges to all of the students. Some may be challenged by independent work, others by complex content. Nonetheless, with hard work and attention to detail, each student can achieve success!

Grade 7 Science

By: Lou Albano (Science Teacher)

The seventh graders were exposed to understanding the contents of a food label. Special attention was placed on serving size, calories, and nutritional facts. In our fast-moving society, we may indulge on “fast food meals.” Students were shown a documentary called “Supersize Me” where the main character went on a McDonald’s binge for 30 days, consuming 3 meals per day of food that was purchased at this fast food establishment. Student were amazed by the negative impact that his “Supersize” diet had in such a short time frame. In this chapter, students became aware of how their food choices ultimately affect their health.

We then discussed the digestive system of humans. Specifically looking at both chemical and mechanical digestion of food in our digestive system. The absorption of materials from the foods we eat were also discussed. We are currently discussing the cardiovascular system. Several connections have been made to our discussions on nutrition and exercise.



Grade 8 Science

By: John Hale (Science Teacher)

The Garden School 8th Graders are putting the finishing touches with their work on coordinating school-wide projects centered around the book *October Sky* by Homer Hickim. This is a nonfiction story about a group of boys from a coal-mining town in West Virginia. After the launch of Sputnik, the boys want to study rocketry. The book takes you through their hard work to design, build, and launch their rockets. Their hard work pays off when they win the National Science Fair.

To help them learn more about these self-motivated students from West Virginia, the students will investigate the Rocket Boy's and Appalachian life from different aspects. In English class, they have read and analyzed the book. In History class, they learned about the Appalachian culture. In Science class, they investigated the science of rockets then built and launched rockets of their own.

This will culminate in the eighth graders teaching three topics to the K through 3rd grades. The topics to be taught this year will be the Google X Prize to the Moon, the Life of John Glenn, and Mission Mars. The eighth graders will design their own lessons and present them to the lower division. They will also help the younger students build their own rockets and get a chance to launch them in the field.



Grade 9 History - Ancient & Medieval

By: Richard Kruczek (History Teacher)

One of the joys of teaching this course is to see the progression of Western Civilization. Living in the culmination of said progression, when the students see the origins of the institutions that affect them on a daily basis, the looks on their faces are priceless. Next year, and the year after, when they study Modern European and US History, respectively, the message will be even clearer. I'm thrilled to be at the ground level with them.

Grade 10 History - Modern European History

By: Richard Kruczek (History Teacher)

Our study of the origins of fascism has begun. From one-party rule to the suppression of opposition to the use of terror, the students are beginning to see the patterns forming - and the sad writing on the wall. Starting in Italy and perfected in Germany, fascism took hold of the respective populations as a much better alternative to the dire conditions into which World War I placed them. Of particular interest to the students is seeing how a dynamic speaker who claims to be one of the working class, uses wild hand gestures and facial expressions and sells the people falsehoods, can continue to do so - and succeed wildly - on their way to securing power.

Grade 11 and 12 World Languages - Spanish

By: Agustín Melara (Chair, World Languages Department)

Prior to our recent Spring break, the Juniors in French IV finished reading their second novel of the year, *Jean de Florette*. Upon returning, they were assessed on their understanding of the novel through interpretation and analytical questions. The next day, we began reading the sequence to *Jean de Florette (Manon des sources)*. Beautifully set in southern France, *Manon des sources* retells the story of Manon, who is determined to avenge the death of her father. His tragic death was the result of his own personal ambitions and of a town's inability to socially accept him as one of their own.

Meanwhile, students in Spanish IV/AP class (Juniors and Seniors) are quickly approaching the climactic end to Paulo Coelho's novel, *El alquimista*. Santiago, the main character, has been in search of a hidden treasure but must first endure many trials before attaining his objective. It is a fascinating novel that teaches students to pursue their dreams, in spite of the multiple tribulations they may confront in their journey through life.

Grade 11 and 12 World Languages - French

By: Dr. Richard Marotta (Headmaster, French Teacher)

This year has been a very productive one. We have read Gide *La symphonie pastorale*, Camus' *L'étranger*, Maupassant's *Pierre et Jean*, Begbeider's *L'amour dur trois ans* and Nothomb's *Stupeur et tremblement*. We have just begun reading Kamel Daoud's *Meursault contre-enquête* and will finish the year with Nothomb's *Barbe bleue*.

In total, we will have read seven books, written seven papers in French and explored the various styles of writing in nineteenth, twentieth and twenty-first century French.



TAKE THE PLUNGE!

GARDEN SCHOOL SUMMER CAMP!



ARTS • ACADEMICS • SPORTS • TECHNOLOGY

- ✓ Swimming Pool + Lessons
- ✓ Flexible Scheduling
- ✓ Door to Door Transport
- ✓ Special Events
- ✓ Lunch & Snack Included
- ✓ Drop In Available

Nursery-13 Years Old • June 26 to August 18



Half/Full Days • 7:30am-6pm Available

Enroll for just one or all eight weeks at a discount

33-16 79th St., Jackson Heights, NY 11372

(718) 335-6363 • gardenschool.org

More information and registration forms are available online on [Garden School's Summer Camp Page](#).

See Registration Form on next page. >>>



Garden School Summer Camp Registration

Student Name: _____ Gender: _____ DOB: _____

Grade in Sept. 2016: _____ School: _____ T-Shirt Size: _____

Parent Name(s): _____

Address: _____

Home Phone: _____ Cell Phone: _____

Email 1: _____ Email 2: _____

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

- | | |
|------------------------|------------------|
| Week 1 June 26 | Week 5 July 24 |
| Week 2 July 3 (4 days) | Week 6 July 31 |
| Week 3 July 10 | Week 7 August 7 |
| Week 4 July 17 | Week 8 August 14 |

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	Academics	Sports	Technology
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:

Father's Name & Business No _____ () _____

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, 2017. 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