



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 94 Number: XXXII

"Cultivating Success in Every Child"

Friday, April 7, 2017

Thoughts for the Week



By **Richard Marotta, Ph.D., Headmaster**



I hope that all members of our community have a wonderful and restful spring break. This is such an exciting time of year for all of us with the beginning of spring and all that it entails.

My hope for all is that we use the break well and return to school refreshed and energized for the fourth and last quarter of this school year.

See you all back at school on Tuesday the 18th.

GARDEN GALA 2017





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
- **Friday, April 7: Report Cards Returned to school**
- **Monday, April 10 – Monday, April 17: School Closed for Spring Break**
- **Tuesday, April 18: School Resumes**
- **Monday, April 24: College Fair for Juniors at UNIS**
- **Monday, April 24 to Wednesday, April 26: Boston Trip for Grades 5 and 6**
- **Thursday, May 18 : Walk-A-Thon**

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)

The Annual Garden School Walk-A-Thon is May 18th! Stay tuned for details to this amazing event...



Garden Ham Radio Club Graduates First Class of Technicians

By: John Hale (Founding Faculty Representative)

As the only New York independent school with its own Ham Radio Club, station and call sign, we are very proud of our five Upper Division students who completed the course, passed the test and successfully attained their Entry Level Technician FCC Amateur Radio License. Seventh graders Tsewang S. and Tyler T., tenth grader Dylan T., and eleventh graders Lea Marie M. and Jasmine P. Congratulations to our first class of AARL Ham License graduates!



Garden Spring Athletics Schedules

Garden School Boys Varsity Baseball 2017

Opponent	Day	Date	Time	Location
York Prep	Tue	4/18	4:00	North Meadow 10
York Prep	Thur	4/20	4:00	RI SMF #20
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	4/18	LREI	TBD	4:00
Thur	4/20	LREI	TBD	4:00
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
Mon	4/3	Churchill	USTA	4:00
Wed	4/5	LREI	USTA	4:00
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 Science

By: Yesenia Romero (PKFA Teacher)

Our unit of Water is under way as the children are exploring all the ways we use water and from where water comes.

By learning about the water cycle, the children advance their knowledge of addressing the question of “Where does water come from?” Many classrooms conducted an experiment on evaporation called "rain in a bag." The children were able to document what they learned about the water cycle from their own experience. It is important to remind children that water helps us and the Earth survive.

Below are some activities and questions you can try at home just to help your child keep an active mind during the vacation.

Explore Water with Your Child!

Painting with Water On a warm day, pour water on different outdoor surfaces, like dirt, sand, grass, and concrete. What happens to the water? Does it form droplets, puddles, or streams? Does it soak in? Make water pictures by dribbling water on sand or dirt. Use a paintbrush and water or an ice cube to paint a water picture on concrete. Notice how the water pictures change as time passes. Ask your child, What’s happening? Why do you think that’s happening?

Making Bathtub Boats Collect everyday items like plastic containers, sponges, pieces of wood, metal spoons, rocks, and Styrofoam packing materials. Invite your child to try floating these objects in the bathtub. Which ones float? How can your child make these “boats” sink?

Flowering with the Current Turn on a garden hose and let water flow slowly over a hard surface. Have your child gently place small floating objects, like twigs and leaves, into the water. Notice what happens. Which way do the objects go?

Nursery and Pre-Kindergarten - Social Studies

By: Carmela Knopf (Nursery Head Teacher)

Spring has sprung in Nursery! We have been busy with our new season. In cooking, we made bunny faces using cream cheese, graham crackers, chocolate chips, blueberries, pretzel sticks and marshmallows. Our classroom now has colorful umbrella mobiles hanging on the walls.

We dyed eggs using beautiful spring colors, the children were all surprised to see their names appear on their eggs. The children loved going on an egg hunt in Dr. Marotta's garden, each egg was filled with stickers for them to enjoy. As a center, the children learned to identify adult and baby animals with fun, self-checking puzzles. Some matches included chick/chicken, duckling/duck, kit/rabbit, piglet/pig, puppy/dog and kitten/cat to name a few. We also learned about different animals that hatch from eggs. These included chickens, spiders, alligators, turtles and ostriches. The children enjoyed coloring their hatching chicks to take home.



We hope next week's weather is nice to go out and explore what spring has brought us.



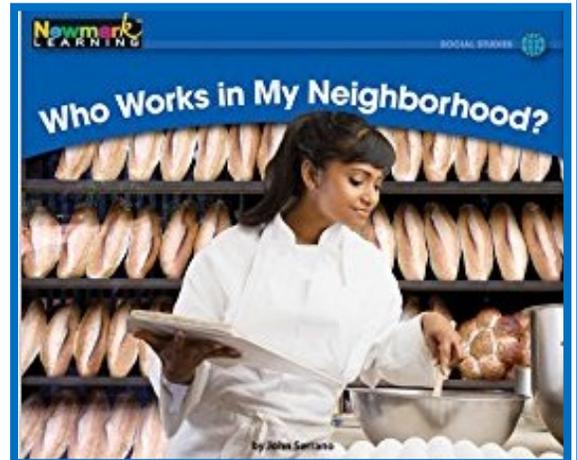
Pre-Kindergarten - Social Studies

By: Eileen Reyes (Dean, Early Childhood)

Community has been the topic this past week in Pre-K as we expand children's horizons beyond their homes.

Learning about the people who work in our community and how they help the neighborhood is a topic that all students can relate to, especially because they see these helpers everyday as they go through the rituals of daily life. Beginning with the school community and how we come together every day to learn and play, discussions on how we get to school and what we see along the way have been had. When talking about the many people that work in the community and how they make it a nice place to live, the students remembered taking a walk to the firehouse earlier in the year. Comparisons were made of the firefighters and other workers who work in the community and how important each is and how they contribute to our lives in their own special ways.

Reminding children they are in school to learn so that they too can grow up and work an important job was a fun way to prompt the children to answer the question of what they want to be when they grow up. Many careers such as doctors, astronauts, bus drivers, and police officers were mentioned. *Our Global Community* by Lisa Easterling, *Who Works in my Neighborhood* and *When I Get Older* both by John Serrano are some of the books we read.



Kindergarten - Social Studies

By: Lauren Yandow (Kindergarten Teacher)

This week in Kindergarten, we have continued discussing our new season of spring and the weather that comes with it: lots and lots of rain! We combined social studies and science studies through discussions of what we see during this time of year, for example, what people wear and how they adapt to this type of weather, different activities people engage in, and how this weather can affect our daily routines.

We also used this topic as an opportunity to compare our weather and culture in New York to other places around the world. Do they experience the same weather in the Arctic? In China? In Africa? If so, what do people wear? What activities do they do during spring? The students were very surprised to hear that not all places in the world experience spring weather, and not all people wear things like raincoats, rain boots, or use umbrellas!

This week we also touched on the different holidays coming up next week, Passover and Easter, and made connections to the holiday Christmas and Hanukkah and discussed that many families celebrate one of these holidays, both of them, or neither! Students were excited to share their own thoughts and memories about these holidays with their families and some of the traditions within their families. We look forward to wrapping up this discussion and enjoying our time off to celebrate spring and, for some, these holidays with our families next week!



Grades 1-3 Physical Education

By: Flance Dervishi (Director of Athletics, P.E. Teacher)

In PE class, we ended pillow polo last week with a tournament and prizes. This week, we have decided to bring back Garden sports into our PE classes such as Soccer, Basketball, Tennis. On Monday, we did a challenge called "Catch Up" that the kids found very tiring but great fun. Everyone is excited to play soccer again and they all know the importance of spacing on the floor and working together. Kids have been actively participating in class. We have advanced our Yoga movements in class as well.

Grade 4, 5 and 6 Fine Arts - Art

By: Tiina Prio (Art Teacher - Finearts Department, Chair)

The Fourth, Fifth and Sixth grade artists are studying Andy Warhol's life and works. After viewing a video of Andy Warhol by the BBC called Modern Masters, the young artists will be given creative freedom to create a combination assortment of Warhol's images. They will be able to choose from Marilyn Monroe, a banana, a cow, a Campbell's soup can, a bottle of coke and many more images to create their project. Assembling and drawing the images to create a design statement is the object of the lesson. The media used for this project is pencil, marker and fluorescent paint. The elements used are line, form and color. The principles are emphasis, proportion and unity.

Andy once said that, "Isn't life a series of images that change as they repeat themselves?" This is what the artists will have to think about as they use these images to communicate their inspirations. George L. Dillon, from the University of Washington stated that, "Some say that images work via a second communicative system, one fully as expressive as natural language, but separate and structured independently of it." So since a picture is worth a thousand words, our young artists will be writing a novel with this project.



Grade 4, 5 and 6 Fine Arts - Music

By: Tom Heineman (Music Teacher)

Fourth Grade students produced 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 decided 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.

As a follow-up to the project, the class will learn about Ludwig Van Beethoven through a slideshow presentation with examples of some of his work. One of the pieces that the class will explore is the Fourth movement from the Sixth





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.

Fifth grade undertook a group composition project of their own in which they created music for a short movie scene. They learned about Bernard Herrmann and the innovative techniques he used for scoring films to prepare them for their own forays into accompanying visuals with music. Fifth graders attempted to represent an emotion the characters were feeling through music in a scene from the film Jason and the Argonauts; they chose fear, anger, and awe for the scene they viewed. Like Herrmann, the students didn't concern themselves with the action on the screen and things that were already depicted visually; they showed, through music, what cannot necessarily be seen.

In the beginning of their theatre unit, Sixth graders came up with a list of emotions. They then tried to deliver sentences with one of the emotions in mind. This idea was expanded in a few different directions. Students attempted a variation on charades in which they attempted to act out the emotions without using words. They also had entire conversations in which each person had selected an emotion to represent. These exercises will prove beneficial as students focus on expressing emotions when delivering dialogue or when they appear on stage without dialogue. Creating a character replete with mannerisms that students can demonstrate visually is one of the focal points of the unit.

Grade 7 Math

By: Sarah Blakeley (Mathematics Teacher)

We're leaving graphing behind and embarking on a new topic: percents. We reviewed how to convert between fractions, decimals and percents, and we learned new material such as what proportions are, and how to create a equivalent proportions.

After break we will start applying percents to everyday life, such as tax, tip, markup, discounts, commission, simple interest, and compound interest. We will also learn about the basics of investing, and how interest plays a part.

Grade 8 Mathematics

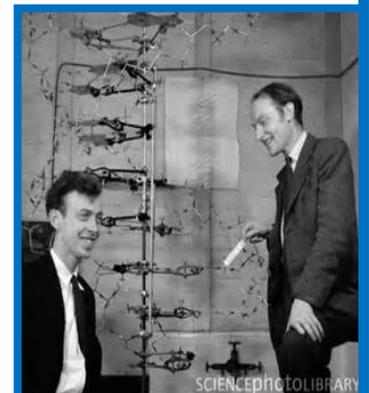
By: Lucien Gherghi (Math Teacher, Math Department, Chair)

In 8th grade algebra, we finished graphing lines using different methods: arbitrary solutions, the intercepts or the slope and y-intercept. Now, we find out how to write the equation of a line if certain information about the line is given. We will also use graphs of lines to graph solutions of linear inequalities in two variables.

Grade 9 Science

By: Lou Albano (Science Teacher)

The ninth graders have been reacquainted with the fascinating DNA molecule. Students were exposed to the history of the DNA molecule. Experiments by Fredrick Griffith (1928), Oswald Avery (1944), Alfred Hershey (1952), and Martha Chase (1952) were discussed. The investigations of Rosalind Franklin (1952) and her use of X-ray diffraction to get information about the structure of DNA, were part of our discussion also.





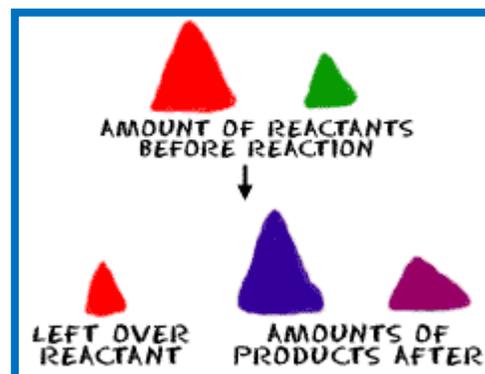
In 1953, using clues from Franklin's pattern, James Watson and Francis Crick built a model that explained how DNA carries information and could be copied.

The role of RNA in DNA replication, transcription, translation, and protein synthesis were discussed and a hands-on activity was used to demonstrate how the processes occur. Students agreed that DNA is a complex that governs our identity as humans, and distinguishes us from other living things. DNA research is still at the forefront to this day.

Grade 10 Science - Chemistry

By: Marlene Dapice (Chair, Science Department)

Students are currently working on writing and balancing chemical equations, an integral and important part of their study of chemistry. In addition, students are learning about the five different types of chemical reactions and how to predict whether or not they can occur. If a reaction is not able to occur, students must be able to explain why. An understanding of chemical reactions and chemical equations will serve as a foundation for calculating chemical quantities involved in chemical reactions, known as stoichiometry.



Grade 11 and 12 English

By: Amira Soifer (English Teacher)

In its two sections, the 11/12th Grade English Elective, American Identity, has been focusing on the ways that history and fiction can intersect, how historical background can broaden fiction and its reader experience of fiction, and grammar and writing, respectively.

First Period American Identity finished reading "The Namesake" by Jhumpa Lahiri, and examining, through analytical and creative writing, small group in-class "research" activities, and class discussions, the complex, intersectional nature of identity in American culture, particularly as a recent immigrant or child of immigrants.

Since finishing "The Namesake," the American Identity class has been reading E.L. Doctorow's novel "Ragtime." In addition to research projects to find more information about the vast cast of real-life historical figures who appear in the novel, we have had several lively whole class discussions about the many ways in which the 20th century (and the beginning thereof) began to reshape America and the identity of Americans. Through delving into topics as diverse-- but yet often still applicable in the modern world-- as the creation and exploitation of celebrity, labor strikes, huge manufacturers and the ways in which they shaped the U.S. economy, students are able to consider several different points of view while reading "Ragtime," which will help them throughout the remainder of our time reading this novel and any writing projects which arise based on this novel.

As we begin to finish reading and exploring the novel "The Outsiders," Seventh Period American Identity has been focusing, on continuing to develop and cement writing skills in order to be able to work further on essays. As the year continues, I look forward to seeing the students' developing writing output.



Grade 11 and 12 English - Creative Writing

By: Jim Pigman (English Teacher, English Department, Chair)

What pleasure and pride was evoked by Mark Paraskevas 2013 at last week's Gala.

Mark announced that he was joining Teach for America next year. He will graduate from Ivy League University of Pennsylvania with honors and, whereas he could have had many other paths of money and glory to follow, Mark has chosen to begin a teaching career at an underserved school in New York City. After a year or two, Mark will earn his Master's Degree and be a trained, experienced teacher probably teaching high school history or English. We are proud to see him pursue the noble vocation of teaching and we know that the fine education he received at Garden made him aspire to teach.



AP English

By: Richard Marotta (Headmaster, English Teacher)

This has been a very interesting quarter in AP English as we completed a unit on the social novel. We read Ralph Ellison's *Invisible Man*, George Orwell's *1984* and Fyodor Dostoyevsky's *Crime and Punishment*. Reading these novels gave us the chance to examine how a writer can use fiction to explore social, political and moral situations that transcend a particular time period and become examples of the universal human condition. From racism and totalitarianism to the social understanding of crime, these books probed into the human condition both as a personal and as a public trope.



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See Registration Form on next page. >>>



WORLD RELIEF CLUB

Syrian Children Education Fund



- 13.5 million people in Syria need humanitarian assistance due to a violent civil war.
- 4.9 million Syrians are refugees, and 6.1 million are displaced within Syria; half of those are children.
- Children affected by the Syrian conflict are at risk of becoming ill, malnourished, abused, or exploited. Millions have been forced to quit school
- More than 700,000 Syrian refugee children in neighboring countries are not going to school even though they should be. Inside the country, the situation is even worse: One quarter of all schools are not used for educational purposes anymore, and 50,000 education professionals no longer work in their jobs - they fled the country, died or joined the fighting. That is why 2.1 million Syrian school children do not have the possibility to attend class.
- Half of Syria's school children aren't in school. Some of them have never been in school; others have missed up to five years.
- What we can do: Help Providing protection, education, health care, food, water and supplies.

DONATE NOW!

4 Ways to Donate:

1. World Relief Club GoFundme: <https://www.gofundme.com/world-relief-club-syrian-children>
2. Our [Garden Relief Club Save the Children Page](#): Click link to visit
3. Bring your donation directly to the School Office
- 4-Please bring any change you can spare for our "Pennies for Peace" Jars located in school.

If you need more information, please do not hesitate to contact Arianna Nieto, Anthony Pedone or Merna Hagar at

gardenreliefclub@gmail.com

Please help.



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