



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 94 Number: XXXVI

"Cultivating Success in Every Child"

Friday, May 19, 2017

## Thoughts for the Week

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



Independent schools need to be perceived and understood as a total experience for the student and the family. The idea of an overarching experience sits rest at the core of our educational world. While a student or a family may have a favorite teacher, activity or even a year, the overall experience throughout all of the years a family's association with a schools form the true experience.

Our schools provide all of the academic, social and individual experience that an independent school commits itself through its mission and its practice.

However, our school provides something more: an experience that combines the familial and the academic into a safe, exciting and service based world. The

experience in our school transcends any one component. When a family enters into a relationship with an independent school, a commitment on the part of both the school and the family emerges at the center of that relationship. Will everything be perfect? No, of course, not.

However, what is important to remember is that every year in the life of differs from the previous year and from the upcoming year. Not only do the curriculum and the teacher change, but so does the child's development, interests, growth and experience. Children change with each year. Their cognitive abilities develop; their emotional skills evolve' their maturity level increases. A child, like a school, is a work in progress.

My point is that a school such as Garden offers not just a curriculum but a world of experiences, support, safety, opportunities and challenges. Each child is different; each teacher is different; each year is different. Families and the school commit to the entirety of the experience not to a piece only. Garden School, as an independent school should, offers a world in which a child can thrive, not just today but for the rest of his or her life.



## Swim Program Permission Letter and Form 2017

May 19, 2017

Dear Parents:

Garden School is among the few independent schools that has an outdoor pool as part of its facilities. Since the weather is getting warmer, our students in grades one through twelve may have the opportunity to swim during the school day for the next several weeks.

To be prepared for swim, students should have a bathing suit and towel at school each day. All members of our Physical Education staff are certified lifeguards, and they will supervise the students at the pool, weather permitting.

If you would like your child to participate in the swim program, please sign the permission slip below, and then return it to the homeroom teacher.

Sincerely,

William Vogel  
Lower Division Head

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I give my child, \_\_\_\_\_ in grade \_\_\_\_\_  
permission to participate in the swim program at Garden School.

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Parent's Signature

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Date



## 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](mailto:mmaisano@gardenschool.org) if you have any questions or need more time
- **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:** PTA Elections
- **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 Fling Show

## ***Garden School Parent Association***

**By: Maria D'Amore (PTA Secretary)**

Dear Garden Parents,

What a great Walkathon day! The children enjoyed a wonderful fun filled day... A great walk, good food & fun fun fun! They were given ice pops, during and after the Walk-a-thon, cotton candy & we had so much water and juice from all of the fabulous parents that donated - that the children were pouring water over their heads to cool off!

A tremendous thank you to Josh & Blair Cohen who provided delicious hot dogs, sliders & cookies to all of the children, teachers, staff & parent volunteers! What would we do without our fabulous volunteers? You devoted your day to ensure that the day went off without a hitch & we simply could not thank you enough!

To the parents who donated water to keep everyone hydrated... you guys are a life saver! Thank you so very much!

Thank you Dr. Marotta, Mr. Vogel & Diane Sarro for helping to plan and execute this all-day event!

Our raffle winners are:

|                           |                                   |                         |
|---------------------------|-----------------------------------|-------------------------|
| 1st Prize - Ava Zamora    | 2nd Prize - Diane Sarro           | 3rd Prize - Dr. Marotta |
| 4th Prize - John Shalamov | 5th Prize - Bella & Nadia Solomon |                         |

Thank you again!

Maria D'Amore





## College Guidance

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

Congratulations to the Class of 2017 on your college acceptances. All of us at Garden School are proud of you.

## Class of 2017 College Acceptances

Bard College  
Barnard College  
Baruch College \*  
Becker College  
Bethesda Christian University \*  
Binghamton University \*  
Boston College  
Brandeis University \*  
Brooklyn College  
Brown University \*  
Bryn Mawr College  
Cal State Fullerton  
City College \*  
City Tech College  
College of Charleston  
College of Staten Island  
Fairfield University  
George Washington University  
Hobart & William Smith Colleges  
Hofstra University  
Hofstra University – Honors  
Hunter College  
Ithaca College  
John Jay College  
La Guardia CC  
Lafayette College  
Lehman College  
Macaulay Honors College – City \*  
Marist College  
Marymount College  
Mt. Holyoke College

New York Institute of Technology  
New York University \*  
Northeastern University  
Oberlin College  
Penn State University – Abington \*  
Queens College \*  
Queensboro CC \*  
Rosemont College  
Rutgers University  
Sarah Lawrence College  
Smith College  
Springfield College  
St. John's University \*  
Stony Brook University \*  
SUNY Canton \*  
SUNY New Paltz \*  
SUNY Oswego  
Syracuse University  
Temple University  
The College of New Jersey  
The New School  
University at Albany  
University of Central Florida  
University of Connecticut - Honors  
University of Massachusetts - Amherst  
University of Pennsylvania  
University of Rhode Island \*  
University of Rochester \*  
University of Vermont  
Villanova University

\* indicates enrollment



## Garden Spring Athletics Schedules

### Garden School Varsity Tennis Schedule 2017

| Day                      | Date | Opponent                                     | Location    | Time            |
|--------------------------|------|--|-------------|-----------------|
| Mon                      | 5/22 | York Prep                                    | USTA        | 4:00            |
| <i>Mon 5/19/font&gt;</i> |      | <i>ISAL "Post Season ALL-DAY Tournament"</i> | <i>USTA</i> | <i>10AM-5PM</i> |



### Garden School High School Debate Team Shines

*By Amira Booth-Soifer*

Though the high school level debate team was brand new this year, and consisted of only two students (something that we as a team hope to change next year!), the team showed itself to be mighty. It was particularly impressive that Joelle G. and Jasmine P. chose to participate in Open Public Forum rather than Novice Public Forum, a much more difficult league level, particularly for a first-year debate team.

In preparation for monthly or biweekly debate competitions, Joelle and Jasmine researched their topics in great detail, practiced and continually developed their ever-more impressive debate techniques. The girls participated in competitions with topics ranging from the benefits (or detriments) of the electoral college, whether or not a two-state solution is a viable option for the Middle East and what the U.S.'s involvement in coming to a viable solution should be, the extent of the involvement of the U.S. government in increasing or decreasing immigration to promote further economic growth, and many more.

The girls did tremendously well at each debate and were awarded the 6th and 19th best speaker award, respectively, for all of Open Public Forum, as well as our team placing 10th in the city-wide tournament.





## Music Recital May 15th, 2017

Congratulations to all the Garden student performers and instructors for a terrific Musical Recital! Everyone looked and sounded wonderful!





## ***Pre-K For All Science***

***By: Christine Vitiello (PKFA Teacher)***

This week in our PKFA class we explored the stages of plant growth as we watched our seeds sprout into plants. We are recording the rate of growth, taking measurements and noticing which plants grow faster than others. We are also discovering how different plants grow and what plants need to grow, Carrots grow beneath the ground, other vegetables grow above, and some grow on vines.

As we walk to and from the playground each day, we take note of the flowers in bloom, leaves forming on all the trees and the insects becoming busy among the plant-life. Discussing insects and other animals' roles in promoting plant growth, we go exploring for signs of activity near flowers, trees and bushes. Looking at insects under the microscope we investigated their body parts and made and class Insect Scrapbook! We are well on our way to becoming great gardeners!

## ***Nursery Math***

***By: Carmela Knopf (Nursery Teacher)***

On Wednesday, nursery through 3rd grade had a visit from the sanitation touch-a-truck program which is an interactive event allowing the children to see, touch and explore one of their favorite trucks. This program gave the children a chance to encounter a working truck they see in everyday life up close and personal. The children got to sit in the truck for a photo and pull the handles to see how the garbage doors go up in the back of the truck. Mike, the sanitation worker, talked about the career path to become a sanitation worker..."stay in school!"





## **Pre-K Math**

**By: Eileen Reyes (Pre-K Teacher, Early Childhood Program, Dean)**

The Pre-K students have been describing and comparing measurable attributes by identifying objects by their length and weight or size and color. The children are encouraged and prompted to use measurement vocabulary, such as: small, big, short, tall, empty, full, heavy, light, etc.

Knowing the usual measuring tools has also been discussed. The students now know calendars and clocks are for measuring time, scales are measuring weight, thermometers are for measuring temperature, rulers are for measuring size, etc. The math center has been set up for measuring with non-standard units such as: blocks, hands, feet, Unifix cubes, etc. We read *Let's Measure It!* by Luella Connelly, *How Tall?* by Mark Weakland, *Me and the Measure of Things* by Joan Sweeney, and *Millions to Measure* by David M. Schwartz.



## **Kindergarten Math**

**By: Lauren Yandow (Kindergarten Teacher)**

This week in Kindergarten, students are learning about a real life math concept: money! Throughout this unit, we were able to apply many of the math skills we have learned this year including addition, subtraction, equal values, and counting up from numbers like 25. Students were exposed to the 4 major coins we use every day: the penny, nickel, dime, and quarter!

We began by analyzing each of the coins and discussing two sides of a coin, heads and tails. Students played the heads or tails game to practice identifying each side and learning to distinguish between the 4 coins. Then we moved into the concept of cents; because we are so used to simply counting the number of objects we see, it was very challenging for the students to consider not just how many coins they see but how much each of them are worth. We practiced making different amounts in multiple ways, for example, how can you make 10 cents in more than one way? Students also learned how to trade cents fairly (5 pennies is equal to 1 nickel) and determine what coins they would need to purchase an item like a toy car. This unit also sparked discussions about other coins the students have seen before such as the half dollar and gold whole dollar. They were even interested in the faces on each of the coins and why these people are significant in the history of our country. We look forward to our next challenging unit on concepts of time!

## **Grade 1 Language Arts**

**By: Kristen Ahlfeld (First Grade Teacher)**

The first graders are building their vocabulary as we explore synonyms and antonyms. Learning new vocabulary is an important part of learning language. The more words we learn, the more we are able to understand what we see and hear, and the better we are able to share and express ourselves in speaking and writing.

The students are engaging in activities that incorporate the use of descriptive words in their daily speech and writing. The students are also building an





understanding of word roots to help decipher other words. Simple psychomotor games we play with antonyms in the classroom foster vocabulary growth and literacy development. As the first graders continue to develop their writing skills, they are using more variety in vocabulary to express themselves more colorfully and with greater detail. Visit us on the third floor to read some of their displayed writing pieces!

## **Grades 2 and 3 Language Arts**

**By: Joanne Vogel and Paula James (Second Grade Teacher, Grades 1-3, Dean)**

*The second and third grade students go on a field trip. There are 26 students and five chaperones on the trip. Everyone stops at a pizza parlor for lunch. Each person wants two slices of pizza and there are eight slices in a whole pizza. How many pizzas do they need to order? How many slices will be left over?*

Our classes read the story *The Math Curse* by Jon Scieszka. The story is full of PROBLEMS for the main character. Each page had a new series of word problems to solve and it set a great example of the components that make up a word problem.

Everyone was feeling creative, and we all decided to write our own challenging math problems for our classmates. The second graders composed their word problems and presented some examples of their work to the third graders. It was a word problem creating frenzy! Students wondered who would compose the most challenging word problem for them to solve. It was an exciting opportunity to practice writing about something that really had to make sense. Each child used a self-assessment checklist to make sure the problem contained math vocabulary words, the words were spelled correctly, all sentences contained correct capitalization and punctuation, and the problem was clearly stated and made sense. Some students revised their work so that others could understand their question.

This project was an opportunity for students to “implement the four reading modalities by reading and writing their own word problem, presenting their problem, and listening to their peers’ word problems”. After presenting, there was time to discuss and solve each problem. Our math problems will be typed during computer classes next week and will be posted outside on the bulletin board in our hall.

## **Grade 4 Science**

**By: Marlene D'apice (Science Teacher, Science Department, Chair)**

Students in 4<sup>th</sup> grade recently completed a project on the geologic time periods of Earth. Reports were written providing information about their chosen time period and each student made a diorama depicting same. The dioramas were quite impressive and certainly showcased the creative and artistic abilities of the students as well as their knowledge of their chosen time period.





## **Grade 5 Science**

**By: Lou Albano (Science Teacher)**

The fifth graders have moved into the study of weather, weather patterns, and climate. Discussions about wind patterns, air masses, severe weather, and forecasts were part of our classroom topics. We have discussed what climate is and how humans have contributed its change which has contributed to global warming. Humans cannot continue to abuse the environment without serious global impacts that maybe irreversible.

Our next adventure will be investigating the composition of the Earth, earthquakes, and volcanoes. The significance of weathering and erosion on the ever-changing appearance of Earth will be incorporated into our lessons. Discussions about minerals and rocks will further enhance our study of Earth Science. All in all, the fifth graders are working hard in their science class and incorporating technology into their study.



## **Grade 6 Science**

**By: John Hale (Science Teacher)**

For the past 2 weeks the 6th grade science class has been investigating the principles of force and motion. This culminated with their designing and building of Mousetrap Race-cars. All the students were about to design, build, and run their cars, powered by the spring of a mousetrap at least 4 feet. Some of them were able to reach 20 feet.

Now they will start their understanding of Machines and how we use them in our everyday life. They will learn about the six simple machines and how to combine them to make compound machines.

## **Grade 7 World Languages - French**

**By: Gabriel Gomis (French Teacher)**

French 7 completed the lessons on the past tense with reflexive verbs ( verbs that indicate that someone or something is applying an action on itself). Earlier this week we have reviewed the negative expressions ( not, never, nothing , anymore, nobody .. and their positions in a sentence. Besides they took a " dictée préparée" quiz to test their spelling skills.

## **Grade 8 World Languages - Spanish**

**By: Agustín Melara (Chair, World Languages Department)**

Having recently completed the most important unit of the year (*the preterit* or past tense), eighth graders in Spanish class will now start to review for their final exam.

The final exam will consist of various topics learned during the second semester, such as regular and irregular verbs in multiple tenses, demonstrative adjectives, affirmative / negative expressions, agreement of nouns, ordinal numbers, and diminutives. It is important to remember that learning a language requires discipline and plenty of repetition; that is why it is imperative to be attentive at all times during class time, and to start reviewing as much as possible at home.



## **Grade 9 and 10 Physical Education**

**By: F lance Dervishi (Athletics Director, Physical Education Teacher)**

Ninth and Tenth Grades have had an exciting year! We are currently playing the much loved game of softball with a metal bat and the "Incrediball" (Softer Softball). We will continue this for the rest of the year- at least, until the pool opens up. Next year we will be focusing on skills such as walking, jogging, yoga, Pilates and, of course, sports. These different skills will help students prolong their fitness capability later in life.

## **Grade 11 and 12 History - Economics**

**By: Richard Kruscek (History Teacher)**

The Econ students have finally reached the end of their year: The Real Estate Project. They have been split into 4 groups. Each group was assigned a neighborhood: Jackson Heights/Forest Hills/Williamsburg/LIC. For each one, they had to research the following: History/Demography/Pricing of co-ops, apartments, houses and condos/Crystal Ball - where prices will go in the next 10-20 years. Each group presents for 20 minutes on their findings, and must submit a 15-page paper on them. Best of luck!

## **Grade 11 and 12 History - Advancement Placement US History**

**By: Richard Kruscek (History Teacher)**

The AP students have reached the mountaintop: they've taken the AP exam! After 3 weeks of testing every other day in review, they finally made it to the promised land. Best of luck to them all. But they aren't done yet: next week brings their presentations. Every student will have to make a 10 minute presentation outlining the research they've done for their 15-page term paper, due June 2nd. Well done to all!

## **Garden School Walkathon 2017**





**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
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**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](http://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](mailto:campdirector@gardenschool.org) Fax to: (718) 565-1169 Apply online:

[www.gardenschool.org/summer](http://www.gardenschool.org/summer)