



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

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"Academic Excellence Since 1923"

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Thoughts for the week

By Richard Marotta, Ph.D., Headmaster



Over the past two weeks, we have been holding transition meetings for families whose children will be moving from third into fourth grade, from fourth into fifth grade and from sixth into seventh grade. These meetings about transition emerged from the prior meetings in which we shared the results of the Parent Survey.

At these sessions, teachers provided parents with information about the overall curriculum, about social expectations, trips, specific topics and books, about homework, tests and much more. Our sense is that these are important meetings to hold every year so that parents can have a better sense of what to expect as their children move from grade to grade.

While there was specific information shared during these sessions, the theme that slowly evolved centered on the idea of what exactly was a transition. Children move from grade to grade; they read different books, study different areas of history and social studies, explore new areas of science and math, continue developing art and music skills. These are the 'givens' of a school curriculum that has a scope and a sequence.

What interests me is the manner in which the learning (as well as the teaching) moves through a transition. Education is cumulative; yet also thrives during certain growth interval. So that while a child in the third grade may experience a story as a series of narrative details, incidents and settings, a child in the fourth grade may be able to see that story in somewhat of a more abstract manner. As children grow, their skills develop but so also does their capacity to abstract and to draw on what they have previously learned.

The great critic, Northrop Frye, made reference to this in a short book called *The Educated Imagination*. I have mentioned Frye's book in other contexts, but within the context of the idea of transition, Frye's point about the educating of the imagination has a direct impact on what we are seeing in children. A child who studies math in the third grade, of course, covers certain topics in math. Obviously, these topics are important in themselves. But something else is happening. By studying those topics, that child is also learning to think in mathematical terms. He or she begins to see that their world can be formulated through math. The same is true for literature, history, science etc. When a child reads a book, the details of the story are important, identifying the characters feelings and thoughts are important. However, even more powerful than the details is that the child begins to understand the world, his or her world, through a fictional representation.

These 'transitions,' from grade to grade, from the concrete to the abstract, from detail to representation speak to the central purpose of education. If education or knowledge is the way in which we explain or represent our world, then the accumulated power of the transition from grade to grade, from developmental stage to developmental stage, from beginning to experience forms the most important part of that transition. Transitions are not just from year to year; they are from one intellectual level to another.



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GARDEN SCHOOL
SUMMER CAMP!



Starts June 29!

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DATES TO REMEMBER:

- Monday, May 25: School Closed for Memorial Day
- Tuesday, May 26: Senior Dinner
- Thursday, May 28: Music Recital in the library - All welcome
- 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
- Tuesday, June 9 : High School Graduation at 7PM

Spring Fling 2015 - "Into The Woods"

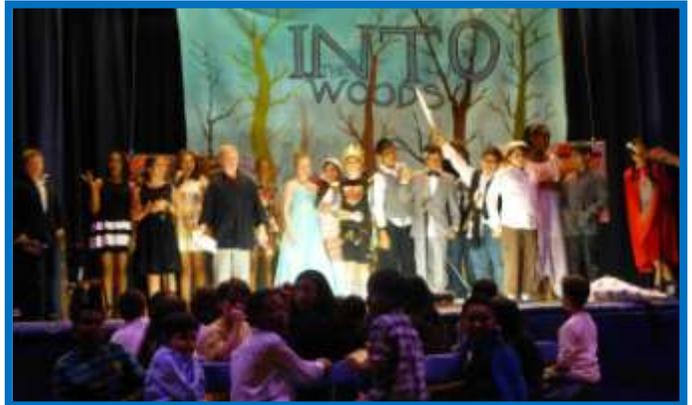




Spring Fling

By: Tom Heineman (Music Teacher)

Congratulations to the lower division on the wonderful performance of the musical *Into the Woods* they gave this week. 6th grade did a superb job in both memorizing their lines and giving strong, dramatic performances. The Stephen Sondheim songs that students performed were very tricky and demanding, but the students embraced the challenge and worked very hard to make the songs work. The show opener, performed by a group of 6th grade students and the entire 5th grade class, consisted of 3 independent vocal parts that eventually overlap. Students had to be extremely accurate when counting their entrances and confident when singing opposing lines, but they really focused and sang their parts with authority.



The production also consisted of many elaborate props including a rising beanstalk, double-sided cow, and runaway hen (on rollers). The sounds included the growing beanstalk (which consisted of multiple recordings of paper being crumbled combined with the sound of an earthquake), a mix of crowd noise and Tchaikovsky's 'Waltz of the Flowers' to create the ballroom ambience, harp glissandos combined with the sound of a moistened glass being played to suggest the singing harp, and a recording from a polo match for the distant rumblings of horse hooves. The lighting in the show was meant to reflect the time of day, including scenes taking place in the middle of the night and the morning. Tech crew was very effective in helping to create these illusions. Great work by all, and thank you to everyone involved! You should be proud!

National Honor Society

By: Agustin Melara (Foreign Language Head)

On Monday, May 18 the National Honor Society Induction Ceremony was celebrated in the gymnasium. The event formally recognized students who have excelled in the areas of scholarship, leadership, service, and character over the past year and a half.

Eight students in the eighth grade became new members of National Junior Honor Society while eight tenth graders were inducted into the National Honor Society. The ceremony, which was attended by members of the faculty, students, and parents, was immediately followed by a reception in the William Poll Dining Hall. Congratulations to all!





Garden School Raises Awareness And Dollars For Nepalese Relief Efforts

Displaying a characteristic commitment to the school's mission of "social involvement", Garden students were moved by the earthquake devastation in Nepal and wanted to help.

Members of the Garden School Key Club, in particular ninth grader, Aneesh D., led fundraising efforts that included a faculty vs. students soccer match, a "change jug" in the hallway and donations from the Garden community.

This morning, Garden School Key Club members presented a check for \$2,000 to help with earthquake relief efforts to a representative from Adhikaar, a local Queens Nepali support organization. Adhikaar Program

Coordinator, Raji Pokhrel gratefully accepted the donation and spoke to the students about relief progress and her country's continued need for international assistance. www.adhikaar.org



Senior Prom 2015

By: Richard Grusky (History Department Chair)

On the evening of May 21st, 2015, the St. Regis in New York City was the scene of the Senior Prom of the class of 2015. The class arrived at seven. They dined on hors d'oeuvres of lobster, crab, lamb and more. Entrees included salmon and fillet mignon. Dancing was provided for by a dj of the students' choice. Faculty and students joined in sharing the festivities. The bell tolled twelve and the evening was over. A wonderful time was had by all!



Mandarin for Early Childhood

By: Kelly Jie (Mandarin Teacher)

In this multi-day unit, early childhood children gained the ability to identify different vegetables and colors in Chinese. Each time teacher show a visual, Children will respond to simple questions about vegetables and colors, for example, “这是什么?” “Zhè shì shén me?” (What is it?). Once they say the correct name in Chinese, provide them with the vocabulary in a complete sentence, for example: “这是西兰花。” “Zhè shì xī lán huā (This is a broccoli).

The children also expressed whether they like or dislike specific vegetables and colors. For Kindergarten children, they practiced sort according to colors in addition to recording data of class likes and dislikes of colors and vegetables. For Nursery and Pre-K children, they will choose the vegetables they like and create a salad plate.

Finally, students will learn culturally appropriate times to serve fruit (e.g., at the end of formal meals, family gatherings, restaurant meal, parties) and the cultural relevance of certain fruit (e.g., peaches represent longevity).





Social Studies for Grade 1

By: Jacquelyn Renner (Grade 1 Teacher)

An underlying theme of first grade social studies is community. We began the year creating a classroom community and extended those ideas to our school and neighborhoods. We compared and contrasted our school to schools in different parts of the country and world. We have discussed wants and needs and how they can vary depending on where a person lives. First graders completed a study of community helpers that explored the

interdependence of jobs and culminated with PowerPoint presentations.

This week's lessons focused on recognizing some of the distinctive land and water features of our country. Students became familiar oceans, lakes, rivers, mountains, hills, and plains. After a SmartBoard presentation, students got out of their seats to use their bodies to represent the tall peaks of mountains and meandering rivers. They also created their own Looking at Land and Water books. Students were asked to explain how where a community is located effects jobs people may have and what recreational activities people participate in.



Social Studies for Grade 2

By: Stephanie Parker (Grade 2 Teacher)

This quarter in Social Studies, the Second Graders are looking at life in Colonial America. Our Colonial unit was preceded by our Native American and Exploration units to put the timeline of our country into perspective. This introduction to life in the thirteen colonies is building background knowledge for a Colonial unit in third grade where they will study the American Revolution.

The Second Grade is comparing and contrasting life in 2015 with life in 1715. They began by locating the thirteen colonies on maps. The Second Graders looked at illustrations of colonial life and of photographs of reenactors. They matched modern appliances such as sinks and light bulbs to pictures of what the colonists would have used such as wells and candles. The Second Graders read about life for children in Colonial America. They completed a Venn Diagram to help them compare and contrast their toys and chores with those of colonial children. At recess the students played with tops, a Jacob's ladder and pick-up sticks. The students also read about schools in Colonial America and wrote paragraphs comparing Garden School to a school in the thirteen colonies. They also wrote diary entries from the perspective of a colonial child.





The Second Graders looked at photographs and watched video clips of colonial jobs and tools. They were amazed at the craftsmanship of the masters and apprentices. They wrote paragraphs about what colonial job they would have liked to have, what tools they would need and what crafts or goods they would make. The Second Graders are excited to visit Historic Richmond Town, a living history village and museum in Staten Island with the third grade next week!

On Thursday, the Second Grade took a field trip to Quontic Bank in Astoria. The Vice-President, Michael Serao, gave the students the grand tour of the bank. The students designed their own bills that will hang on display in the bank. They were each able to use the money counter to count \$1,000 in ten dollar bill increments! They were able to see a machine detect a counterfeit bill and then see a real one hundred dollar bill pass the test! The bank provided us with a pizza party and each student took home a certificate and a ten dollar bill! Thank you to parent Maria Delgado for organizing the trip and thank you to our wonderful parent chaperones!



Social Studies for Grade 3

By: Nilla Ingravallo (Grade 3 Teacher)

What was the “Lost Colony”? What was the first permanent English settlement? What was colonial life like? Why was the American Revolution fought? The third graders have learned the answers to all of these questions through our cross-curricular Colonial America and American Revolution unit. This unit began with the students studying the Roanoke colonies and the Jamestown colony in-depth; they learned about the areas’ geography, the reason the colonists came to these areas, the hardships that the colonists faced, and how the colonies eventually prospered. Through class discussions and various informative texts, the students also learned about life during colonial times. After developing an understanding and knowledge of the colonies, the students have begun a study of the American Revolution. In the area of reading, the students are currently reading *American Revolution*, an informational Magic Tree House Fact Tracker text. They have read and studied the causes of this war as well as some of the battles of the war. They will continue to learn about the war’s battles and the important individuals of this time period.



“It was the time of the Revolutionary War- and Deborah Sampson wanted to join the army!” To develop an understanding of the Patriot soldiers, they will learn about this daring and adventurous woman who disguised herself as a man in order to serve in the Continental Army during the American Revolution by reading the biography, *The Secret Soldier: The Story of Deborah Sampson*. They will study Deborah’s early life, how she joined the army, her military service and experience, and how her secret was discovered. Throughout the reading of the text, the students will use the facts about Deborah’s life to make inferences about her personality and character. As a culminating activity, the third graders will create posters about Deborah Sampson. Their posters will include facts, traits, and illustrations of Deborah and the time period that she lived.





In order to further their knowledge of the 13 colonies, the third graders are each researching one of the colonies. Using Internet and informational text resources, the students are learning about their colony's founder and members, its founding year, the colony's geography, the reason the colonists came to the colony, and life in the colony. Utilizing the information they have gathered as well as persuasive writing lessons, the students will begin to create brochures of their colonies; the brochures are meant to encourage people in England during the 1700s to come to the colonies. Using Microsoft Publisher's brochure templates, the students will create brochures with facts, maps, photographs, captions, and persuasive language.

The Colonial America unit will be enhanced by a field trip next week to Historic Richmond Town in Staten Island.

Physical Education for Grades 4 to 6

By: Amy Ledden (Physical Education Teacher)

The 4th, 5th and 6th grades have been having a ball in Physical Education class! We introduced a new and exciting game to them called Hula Hoop Hut. This game is played with two teams separated by the half court line attempting to knock down the opposing team's hula hoop hut. The hula hoops are arranged into a hut and set up underneath the basketball hoop on each side of the gym. The students are allowed to lob the gator ball high in the air, in a rainbow motion, or roll it on the floor like a bowling ball. The first team to knock down the opposing teams hut wins that round. We encourage the students to come up with different strategies, including switching defense and offense every round, having one student lob when one rolls, etc. We enjoy seeing all students participating at the same time and having a blast while working together as a team to accomplish a goal. Great work!

Art for Grades 7 and 8

By: Tiina Prio (Art Teacher)

The 7th and 8th grade artists have completed the study, construction and painting of their spiders. Their Mamans, which is what artist Louise Bourgeois called her 30 foot tall structure, have been creatively and skillfully created. Not only were the spiders painted differently but also the legs are different colors and some have eyes, fangs and smiles. Everyone enjoyed making a sculpture which, in real life, will guard against insects which carry disease.



English for Grade 9

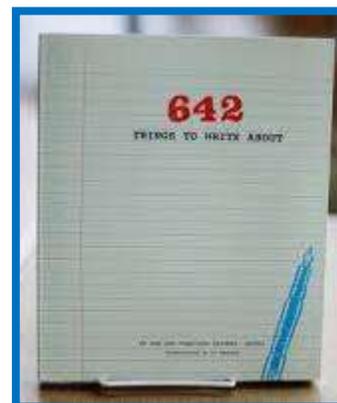
By: Jim Pigman (English Department Chair)

Advice: Always read, obviously. Everyone should always have a book going, even several books from different fields. But number two advice is: write frequently. There is no shortcut to becoming a good writer. Like playing the piano or gymnastics or any other thing we do, writing improves with practice. Keep a journal, write letters, do reader responses to what you are reading. Write descriptions, make lists, and write poems.



One of the ways to keep oneself writing is by a book called 642 Things to Write About, put out by the San Francisco Writers' Group. The book is available through Amazon for \$14.40. It is planned with each page devoted to a single writing prompt and then space is provided for the writer's response. Some of the pages are shorter, but it is better to write too much than to be intimidated by the huge empty page that free writing might offer.

The topics are certainly appropriate for high school students. There is a younger person's version which seems to fit ages 10-13. Either one would make an excellent challenge to keep students into writing through the summer absence from school.



English for Grade 10

By: Marcia Elkind (English & History Teacher)

The tenth grade has completed its journey through this year's curriculum - almost. They have trekked with Milkman Dead from SONG OF SOLOMON as he traced his family's ancestry back to its slave roots and even further back to Africa. Like Milkman, they have discovered things about themselves. Through the process of reading and writing, analyzing and reflecting they have come to know themselves and their world better. Next week they will read Neil Simon's BRIGHTON BEACH MEMOIRS and laugh themselves silly over the antics of a fifteen year old boy. Like them, Eugene Jerome is facing the angst of adolescence. And with its final curtain we end our sophomore quest to answer the question: WHO AM I?.

The journey will continue in the fall. To keep their skills sharp we ask them to read several books over the summer. These works of literature will be the subject of discussion and writing when they return to school in September. They are to read: THE GREAT GATSBY, by F. Scott Fitzgerald, and LIFE OF PI, by Yann Martel. The classic by Fitzgerald ties in to their studies of American history and culture in the 11th grade. The Martel book is a popular novel which offers a problematic ending. SHHHH! If you've read it, don't give it away!

Have a great summer. Keep reading and writing! See you in the fall!

Math for Grades 11 and 12

By: Lara Leggio (Math Teacher)

The Pre-Calculus class has been working hard as the year comes to a close. The next two weeks will be filled with review and final exams. However, this past week we have continued to work with trigonometric functions. We have been proving identities and now solving complex trigonometric equations. In our small class size, we are easily able to express different methods used to construct a proof. After all, there is more than one way to look at a given problem. Some methods are shorter than others, but we should still all arrive at the same conclusion. I have had a great year with the Pre-Calculus class, and thank them for their hard work!

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Half/Full Days • 7:30am-6pm Available

Choose As Many Days or Weeks As Needed

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



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Summer Camp Registration

Student Name: _____ Gender: _____ DOB: _____

Grade in Sept. 2014: _____ School: _____ T-Sh1rt Size: _____

Parent Name: _____

Address: _____

Home Phone: _____ Cell Phone: _____

Email: _____

Circle your week of interest @ \$575 per week:

Week 1 June 29 (4 days)

Week 5 July 27

Week 2 July 6

Week 6 August 3

Week 3 July 13

Week 7 August 10

Week 4 July 20

Week 8 August 17

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 \$575 = \$ _____ +

Add transportation option (circle below) x \$125 per week \$ _____

Round Trip Bus / One way Bus-AM or PM **TOTAL FEE: = \$ _____**

Mother's Name & Business No: _____ () _____

Contact person if Parents unavailable Name & Telephone No: _____

Father's Name & Business No _____ () _____

A non-refundable deposit of \$575 secures a place for your child. The balance of the total summer fee must be paid in full by May 29th, 2015. Payment can be made by cash, check, Mastercard, Visa or American Express.

Parent Signature: _____

How did you hear about our Program? _____