



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XXVIII

"Cultivating Success in Every Child"

Friday, May 6, 2016



## Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



Each school year, I think often about the number of individuals who have devoted themselves to our schools. All across the country, teachers, families, students, alumni, trustees and administrators give themselves over to sustaining, growing and enhancing the life of our schools. At Garden School, we share that same tradition of commitment to the mission, the history and the life of the school.

When I look around Garden, I see so many people who have dedicated their professional lives to Garden. This is Teacher Appreciation Week; so many of the parents and the PTA have expressed that appreciation through generous gifts and food for our faculty. Some high school students, through the Key Club, also brought in some wonderful treats to the teacher's lounge. Some classrooms resembled a feast.

This all speaks to the nature of an independent school and how the devotion of the members of its community actually sustains the life of the school. Teaching is a profession in which you must give yourself to others; your whole existence as a teacher depends on sustaining others, in helping them grow, of helping them develop. Within this experience, there are many challenges. Although success is not guaranteed, many teachers never give up on the idea that they can help a child develop into a successful, educated and caring adult.

Fulfilling this mission frames our lives as teachers. We do this because we chose to do this. Education in our society has never been fully appreciated and historically has been devalued in favor of more profitable centers in our economy. Yet all of us remembers how important teachers were to us as children, and now as parents, we can still see how that importance has actually grown for our children.

The life of teaching and working within an independent school offers many satisfactions and challenges. The challenge for all of us is to continue our commitment to our school, to continue our dedication to our subject and most important to continue our devotion to our students. Families, alumni, and all of the other stakeholders in our school need to reaffirm that devotion every year, and indeed, with each opportunity to support the school whether financially, through volunteering, or supporting the school in the community at large. Supporting the school's mission remains the primary imperative; for all of us to maintain our devotion to our school ensures our successful completion of the mission.

Save the Date for this year's Walk-a-thon on May 12th!  
Watch last year's video! <https://youtu.be/UuDxdKD2wVY>

**Summer Camp Registration Now Open!**

**Summer Registration**



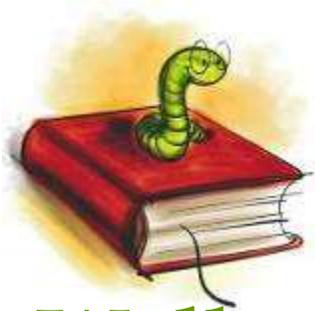
## DATES TO REMEMBER:

- Tuesday, May 3-Tuesday, May, 10 : AP Exams
- Monday, May 9 at 8am: AP Biology Exam
- **Thursday, May 12 : Walk-A-Thon**
- Friday, May 13: Caumsett State Park Trip for 4<sup>th</sup> Grade
- Thursday, May 19 : Music Recital in the Library – All Welcome
- Monday, May 23 : Dance Recital in the Gym @ 4PM
- Thursday, May 26 : Senior Prom at The St. Regis
- Friday, May 27 : Senior Breakfast
- Monday, May 30 : School Closed for Memorial Day
- Tuesday, May 31 : Senior Dinner
- Thursday, June 2: Lower Division "Spring Fling" Theater Production
- Monday, June 6 – Friday, June 10 : Upper Division Final Exams
- Tuesday, June 2 : Lower Division Talent Show
- Friday, June 10: Moving Up Ceremonies – Kindergarten (9AM) and Grade 6 (10:30AM)
- Friday, June 10: NOON Dismissal - No Afterschool Program
- Tuesday, June 14: Class of 2016 Commencement @ 7PM

### ***Monday, May 2nd - Universal Reply Day***

Garden School celebrated the Class of 2016 and its success in the college process on Monday, May 2 by wearing their college gear to school.





# Garden Walk-A-Thon

Thursday, May 12<sup>th</sup>!

10:30 am – 2:30 pm!

All families *must* register in order to participate!  
We want the whole school community of students, teachers, staff and parents to join us for the mile-long walk along 34th Avenue in our neighborhood!

**It's fun and a great day of Garden pride!**

Then, also join us for the...

**WALK-A-THON**

**AFTER PARTY and BBQ!**

*Bigger & Better than ever before!*

You and your child will enjoy a fun-filled day with a huge 40 foot inflatable obstacle course, bouncy house, soccer net, basketball hoops, bubbles, hoola hoops, chalk, cotton candy, music & much more!

Also, feast on a *delicious BBQ* from our very own, Chef Josh Cohen (Maggie, 3 & Dylan, 5), and ices to cool off!

*All proceeds go towards library renovations!*

*We need your support more than ever!*

*Many ways to help!*

*Join us for the fun!*

Please contact the Garden School PTA with any questions!

PTA@GardenSchool.org



# ANNUAL WALKATHON

ALL PROCEEDS GO TOWARDS

GARDEN SCHOOL LIBRARY RENOVATIONS!



- Register for \$40: Get your Garden Walkathon t-shirt and participate in the activities!
- For a \$100 donation to the PTA, your family name will be printed on your t-shirt!
- Support your walker(s) with a pledge (any amount) and by cheering them on along on the walk!
- Solicit business sponsorships and/or be a sponsor yourself!
- **Fund a Walk-A-Thon activity** (Your name will be showcased)!
- Walk the 1 mile roundtrip along 34th Avenue (UPK will walk around the field).
- Volunteer to help!

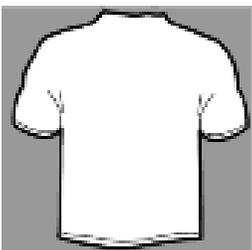
## THURSDAY, MAY 12TH

Upper Division gathers in the Gym! Lower Division gathers in their classrooms!

Walk the route or cheer them on!



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



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

### BUSINESS OR CORPORATE SPONSORSHIPS

We are selling sponsorships in amount of **\$250, \$500 and \$1,000**. The company's name/logo will be prominently printed on the back of the Walk-a-Thon T-shirts. Please be a sponsor, or ask your employer, favorite business, friends and colleagues to participate!

Deadline for T-Shirt submissions is May 2<sup>nd</sup>!



# GARDEN SCHOOL WALK-A-THON

## PERMISSION SLIP & PAYMENT FORM

I, \_\_\_\_\_, give my child \_\_\_\_\_ in grade(s) \_\_\_\_\_, permission to participate in the ~~WALK-A-THON~~ on Thursday, May 12.

Parent/Guardian Signature \_\_\_\_\_

Date: \_\_\_\_\_

In order for your child to enjoy the festivities & to proudly wear a Garden T-Shirt, please enclose:

- One Child: \$40 { }
- Additional Child: \$20 { }

Please mark with an {x} those you will generously be providing!

- Family Name on T-Shirt: \$100 { }

Name: \_\_\_\_\_

- Business or Corporate Sponsorship: \$250/\$500/\$1000 { }

Name: \_\_\_\_\_ or email graphics to: [PTA@GardenSchool.org](mailto:PTA@GardenSchool.org)

- Sponsor Walk-A-Thon activity (all of the following are blow-ups):

1. 40 Foot Obstacle Course: \$500 { }
2. Bouncy House: \$250 { }
3. Soccer Net: \$200 { }
4. Basketball Hoops: \$200 { }

TOTAL ENCLOSED: \_\_\_\_\_ Thank you for your support!!!

Please enclose cash/check made out to: GARDEN SCHOOL PTA



# Ecuador Blackout Drive



What would you do without light at night?

Cooking? Safety? Reading your child a bedtime story?

You can help the Ecuadorian families recover from the earthquake by donating **candles**, **new batteries** and **new/used flashlights**.

## PLEASE DONATE NOW...

Please bring your donations to Garden School Main Hallway.

They will be delivered to Ecuador via the Ecuadorian Consulate.

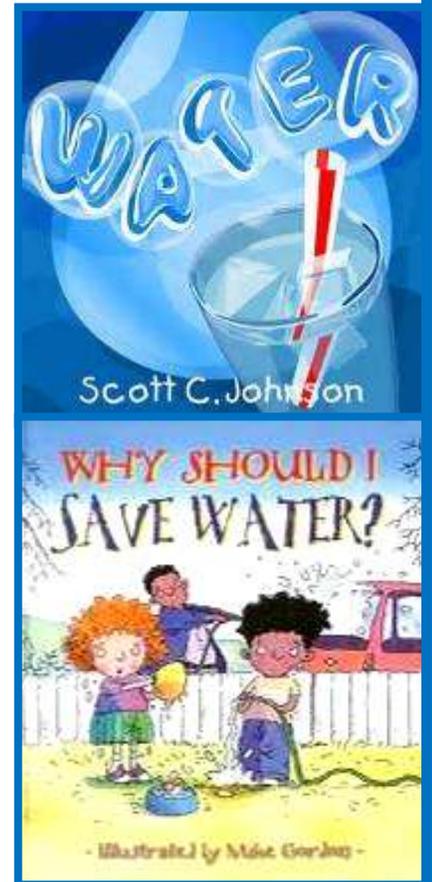


## **Garden School Pre-K For All Program**

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

This week our Preschoolers are exploring the many ways in which we rely on clean water in our daily lives. We are discussing the importance of keeping our bodies hydrated throughout the day and how we depend on clean water for brushing our teeth and washing our bodies. We sing “Wash, wash, wash your hands; wash the germs away; soap and water; soap and water; germs go down the drain!!”

As we learn about how clean water is essential to maintaining good health, we discover different ways we can remember to drink and use water more often. This can include drinking a glass of water first thing in the morning, carrying a water bottle with you wherever you go, or eating water-rich foods such as, lettuce, cucumbers and grapefruits. To understand that water is a precious resource that should not be wasted, the students are asked to measure how many times they use water each day at home. In class, we brainstorm ideas for how we can save water, such as not running the faucet while brushing our teeth, not filling our bath water too high, or taking shorter showers.



## **Early Childhood**

### **Fine Arts - Music**

**By: Tom Heineman (Music Teacher)**

The list of songs Nursery students perform on a regular basis numbers over 20! A recent focus has been on counting and singing counting songs, such as the newly introduced ‘One Elephant,’ ‘This Old Man,’ ‘Alice the Camel,’ ‘One Two Three Four Five,’ and ‘Five Little Ducks’ are all counting songs Nursery sings in which they either count up or count down, and indicate it with gestures. These songs, along with a few poems and exercises in which they jump a certain number of counts are all helping reinforce Nursery students’ preliminary forays into the world of numbers.

Students in Pre-Kindergarten and Kindergarten are busy rehearsing their songs for the Spring Show, the musical **Peter Pan Jr.** Each song they are performing comes from a different perspective. ‘Never Smile at a Crocodile’ is advice being given by Captain Hook. A mermaid song, ‘Sunbeams and Sea,’ has a relaxed feeling that students are beginning to feel and appreciate. Additionally, a song sung primarily by Wendy for the other Darling children amongst others, voices the importance of and work that mothers do. It’s entitled ‘Your Mother and Mine.’ The songs all have their worth and appeal for Early Childhood students.

### **NOTE: Ms. Knopf Marched for Babies!**

Thank you to everyone at Garden School for supporting my walk and helping me raise over \$1,000! You can still make a secure donation; just [click here to donate](#). Thank you for helping me give all babies a healthy start!





## Elementary

### First Grade - Math

**By: Jackie Renner (First Grade Teacher)**

Throughout the money and time chapter, first graders make connections to math used every day. Counting coins is one of the most exciting math topics in first grade. Pennies and dimes are a concrete application of earlier place values lessons. The class recalled our President's Day research projects to help identify the coins by faces. Students are using their skip counting by 5s and 10s skills to determine the value of a set of coins.

Each lesson included using coin manipulatives. Partners practiced sorting coins and making fair trades. In a small group activity, students compared an amount of money to the price of an item to determine which items could be purchased. Some students chose the most expensive item. Other students used subtraction facts to purchase as many items as they could.

Students are looking forward to telling time to the hour and half hour and creating schedules for their day.

### Second Grade - Math

**By: Paula Sirard-James (Second Grade Teacher)**

The second grade students have finished their units on telling time and place value including numbers up to 1,000, and are excited to have started work with fractions and probability.

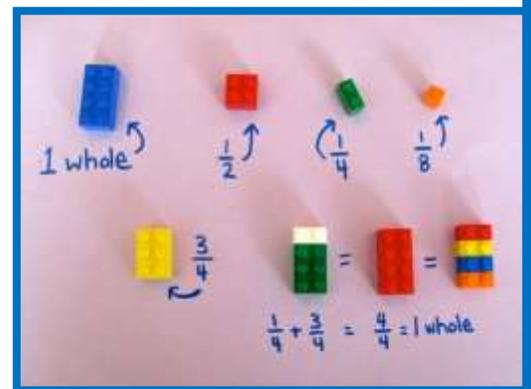
As we begin the unit, we will explore probability by playing games with differently colored spinners and talking about possible outcomes. Next week, we will expand our vocabulary and build upon our knowledge of fractions as parts of a whole. Students will participate in a game where they can order and pay for pizza for a party with friends. They will identify the fraction of slices they will need to feed their friends, and also have the opportunity to review counting money as they pay for their pizza slices. In other lessons, our class will learn about fractions by using Lego building bricks.

Second Graders will have multiple opportunities to explore fractions with tangible objects, and we will solve a variety of problems using our colorful bricks.

### Third Grade - Math

**By: Nilla Ingravallo (Third Grade Teacher, Dean of Grades 1-3)**

The third graders are completing a graphing unit. They studied various ways to collect data, such as through surveying, analyzing compiled data, and experiments. The students also learned that data can be visually presented in graph format. They have been taught how to read and make pictographs, bar graphs, circle graphs, line plots, and line graphs. They are able to analyze these graphs to make predictions and draw conclusions. Today, the students learned how to create different types of graphs on Microsoft Excel.





The third graders are also studying the application and use of these graphs in everyday life; they discussed how graphs are used in businesses, companies, and weather forecasting. For example, the students discussed how businesses use surveying as a way of selecting new products to create. They learned about the 2002 “M&M’s Global Color Vote,” when the Mars candy company asked consumers to vote for a new M&M color, and the 2016 “M&M’s Flavor Vote” for a new peanut-flavored M&M.

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

### ***Science Trip, Brooklyn Bridge Environmental Education Center Grades 1 and 2***

The first and second grade students took a trip to the Brooklyn Bridge Park to participate in the E3 program in the new Educational Center. Students were introduced to salt marshes and oyster habitats and had the opportunity to learn about some of the creatures through hands on exploration in a touch tank.



A special thanks to Luca's dad, Jim Bacchi, for guiding us on an exciting waterfront scavenger hunt!



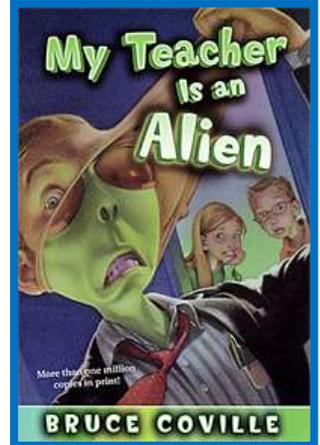
## **Fourth Grade - Language Arts**

**By: Phil D'Anna (Social Studies/Language Arts Teacher)**

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 and Peter, 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 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 enough 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 classroom expectations. Now is a time to strengthen those newfound habits and encourage such wonderful practices.



## **Fifth Grade - Language Arts**

**By: Nancy Massand (English Teacher, Middle School Dean)**

The fifth grade Language Arts class has just finished reading *Maniac Magee* by Jerry Spinelli, a wonderful story about racial reconciliation in a divided town. Students designed book jackets complete with original front cover illustrations and synopses for the back cover. Our next book, which we just began yesterday, is *Esperanza Rising* by Pam Munoz Ryan. It's a historical fiction about a young Mexican girl who immigrates to California during the Great Depression. Already we are learning new Spanish words in the context of Esperanza's story and talking about Mexican culture in the mid 1920's, when the story begins. It sparks lively discussions of different ways of life, even within one society. And students are excited to find out what happens to rich and privileged Esperanza when tragedy strikes her family in the first chapters.

In our diverse population here at Garden, we've already discovered commonalities in traditions brought up in the book and those in our experience. As her father's heir on a sprawling Mexican ranch, little Esperanza symbolically snipped the first bunch of grapes at harvest time. A hand shot up among the students. "I do that in the summer in Greece!" shared one girl enthusiastically. "I'm the oldest child, too!" We love that "aha moment" when life and literature connect!

## **Sixth Grade - Language Arts**

**By: Phil D'Anna (Social Studies/Language Arts Teacher)**

The Spring is an interesting time of year for sixth grade students. The weather is warming up (hopefully!) 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 upcoming weeks the students will participate in events like the Walk-a-thon, the Talent Show, and most prominently, their Spring Theater performance! Moreover, 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.





In our classroom we are engaged in innovative learning experiences that will build students' understanding of how the brain works and how brain functioning relates to behavior. Students are able to utilize these lessons to recognize the connections between life and the classroom. They are introduced to neurons: what they are, what they look like, their basic parts, and the "job" (function) of each part. Using information and materials, students will build a neuron of their own. Students will be able to visualize and understand how neurons send messages from the brain to the spinal cord, to synapse, to motor neurons, which connect to muscles and make them move. This is how the nervous system communicates: "messages" in the form of electrical and chemical signals.

Next week, students will see that our brain plays a major role in helping our senses to function (respond). By examining various remarkable animal senses, students will understand how different senses respond to information presented by the environment. Also they have the understanding of consequences of damaged nervous system while studying about concussion, paralysis, Parkinson's disease and others. They debated about whether it is advisable to wear helmet or not. They presented different views on why and why not state law should be flexible on wearing a helmet. The majority still thinks a helmet is a safer bet as once neurons are damaged in central nervous system, they cannot be regenerated. It's always better to be safe than sorry.

## **Grade 8 Science**

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

The 8th grade Physical Science class has just put their final touches on the Rocket Boys project. They have spent the last few double periods designing, building and launching their water rockets. Using designs from NASA and other resources their rocket have been able to consistently reach heights above 125 feet and some have gotten close to 150 feet. The students have been researching and designing science lessons about current topics in science to teach to the primary grade students.



Next week they will be visiting the primary grades to teach their lessons. In the afternoon they will work with those students again to help them build rockets of their own. They will the escort the students outside and give them a chance to launch their rockets. It will be a day of fun for everyone. As part of their normal curriculum they have just finished the chapter on Thermal Energy and will soon be starting their investigations into the Characteristics of Waves.

## **High School**

### **Grade 9 - History**

**By: Marcia Elkind (English Teacher)**

The ninth grade is currently investigating the development of national states in Europe. As the feudal system broke down, trade returned to the European continent and changed the social and economic structure of the society. The political organization had to follow, and the patchwork of feudal estates that was Europe began to morph into nations with names we still use today: France, England, Spain.



While still focused on our studies of the medieval world, the ninth grade is also putting the final touches on their term papers. This project spanned two marking periods. It required research, projects, and oral presentations. After mastering their subject and "teaching" it to the class, students had to write a paper, complete with parenthetical notations, works cited, and bibliographies. Careful attention to detail, organizational skills, and good communication skills are essential to success in both the academic world and the work place. Garden students start acquiring those skills early.

I would like to thank Mr. Pigman for giving me the opportunity to speak to the student body, the ninth grade especially, on our trip to St. John the Divine. While we waited for the judges to announce the winners of the Poetry Recitation Contest, I had the chance to direct the students' attention to the magnificent structure in which they sat. How better to teach about Gothic cathedrals than by being in one? And such a glorious one, at that. The soaring height, the play of color through the stained glass windows, and the richness of decoration all highlighted the glories of Gothic architecture. The students couldn't help but be impressed. It was a great experience for us all.

## ***Grade 10 - History***

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

The Advanced Placement European History Cass has completed its work for the school year. This tenth grade honors class is always informative if the student is willing to do much good reading of primary and secondary sources.

This afternoon, the sophomore scholars are sitting for the examination. Grades are on a scale of one to five, five being the high grade. Success can sometimes earn the student either college credit or higher placement in a particular subject area.

I am looking forward to another year and another class to delve into the mysteries of history

## ***Grade 11 and 12 - World Languages, Spanish***

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

As part of the cultural enrichment component to our syllabus, students in Spanish IV / AP class have been learning about the Spanish Civil War. To better understand the historical context of this topic, we have been reading three of Manuel Rivas' short stories found in his work, ¿Qué me quieres, amor? One of the stories, "La lengua de las mariposas," narrates the close relationship between six-year old Moncho and his anarchist teacher. Unfortunately, Moncho's life is drastically transformed as his teacher is arrested by Franco's Fascist forces when the war breaks out in 1936. Upon completing all three short stories, the Juniors and Seniors in the class will have gained a better understanding of this brutal conflict that was a precursor to World War II. Meanwhile, students in French IV / AP are reaching the end of, Le Comte de Monte-Cristo (by Alexandre Dumas). Students in both classes will then watch the cinematic productions of, "La lengua de las mariposas," and The Count of Monte-Cristo.



***Thank you to the PTA and all parents, students and everyone involved in making  
Teacher Appreciation Week so special and delicious!  
You are what makes our work worth doing!***





# CATCH A WAVE

at  
**Garden School Summer Camp**  
We Make Summer Easy & Fun!



**F**ine Arts **A**cademics **S**ports **T**echnology



## Garden School Summer

**June 27th - August 19th • Nursery - 13 Years Old**

Half/Full Days • 7:30 am-6 pm Available

Choose As Many Days or Weeks As Needed

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



### Register Before We Fill Up!

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

(718) 335-6363 • [gardenschool.org](http://gardenschool.org)

**More information and download Summer Camp 2016 brochure here:**

<http://www.gardenschool.org/programs/summer/>



## 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: \_\_\_\_\_

Parent 1's Name & Business No: \_\_\_\_\_ ( ) \_\_\_\_\_

Contact person if Parents unavailable Name & Telephone No: \_\_\_\_\_

Parent 2's Name & Business No \_\_\_\_\_ ( ) \_\_\_\_\_

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

Week 1 June 27

Week 5 July 25

Week 2 July 4 (4 days)

Week 6 August 1

Week 3 July 11

Week 7 August 8

Week 4 July 18

Week 8 August 15

**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: = \$ \_\_\_\_\_**

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, 2016. 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)