



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: II

"Cultivating Success in Every Child"

Friday, September 25, 2015



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



One of the mainstays of an independent school is communication. Of the many elements that make up a school community, communication emerges as one of the most important tools in supporting and furthering the mission of the school. Communication between the school and the families supports and sustains the learning process. Academic achievement, social development, and personal growth are sustained and augmented by the school's active and dynamic communication plan.

Communication may occur through newsletters, emails, letters, telephone calls, face to face meetings, electronic media and through the specific assigning of teachers to act as advisors and deans. Frequent sharing of information between families and school enhances the quality of the educational environment in which students and teachers pursue knowledge and growth.

I am happy to share with you some of the elements of personal communication that we have established here at Garden. For each cluster or grade level, we have designated a specific teacher to take on the role of dean or advisor. Mrs. Reyes is the dean for the Nursery, Pre Kindergarten and the Kindergarten. Her role is to coordinate activities, programs and special cluster-wide projects. Because Ms Renner is now the chair of our Accreditation Committee, Ms Ingravallo is now the Dean of First, Second and Third Grades. Ms Ingravallo's role is likewise to coordinate program and events and any special projects. As the students move deeper in the process of reading, it is important that these early grades coordinate materials with each other to ensure a smooth and dynamic progression from one level to another. Mr. Albano is now the Dean of grades Four, Five and Six. For these grades, Mr. Albano will be available for consultation and coordination with other teachers and parents. I want to welcome Ms. Ingravallo, Ms Renner and Mr. Albano to these new positions.

In the Upper Division, Mrs. Massand continues in her role of Middle School Dean. Here the responsibilities touch all aspects of middle school life, including curriculum, program planning, trips and coordination with teachers and parents. For the High School, each grade has an advisor who remains with the same students from year to year. Mrs. Dapice is the advisor for grade Nine; Mr. Pigman for grade Ten; Mr. Kruczek for grade Eleven and Mrs. Elkind for grade Twelve. These advisors primarily monitor the ongoing academic progress of students from year to year and will also interface with parents to enhance the support available to students.

All of the advisor and dean programs serve a similar purpose: to enhance the communication between the school and the family and to make that communication both effective and positive. Parents place a tremendous amount of trust in our school that we believe that the more communication the more the trust.



LOOK! Next Week!

DATES TO REMEMBER:

- Monday, September 28: **Photo Day for Lower Division**
 - Senior Tree Photo Day
- Tuesday, September 29: **Photo Day for Upper Division**
- Tuesday, October 6: **Curriculum Night**
- Monday, October 12: **School Closed for Columbus Day**
- Wednesday, October 14: **PSATs for Grades 10 & 11**
- Friday, October 23: **School Closed for Faculty Workshop Day**
- Friday, October 30: **Halloween Parties for Grades PreK - 6**

College Visitors Next Week:
Monday, 9/28
Noon
 Hobart and William Smith Colleges (Geneva, NY)
2pm
 State University of New York System (64 campuses throughout NY State) **REQUIRED**

Upper Division Academic Advisors

Grade 12	Marcia Elkind, Advisor	melkind@gardenschool.org
Grade 11	Richard Kruczek, Advisor	rkruczek@gardenschool.org
Grade 10	Jim Pigman, Advisor	jpigman@gardenschool.org
Grade 9	Marlene Dapice, Advisor	mschultz@gardenschool.org
Grades 7 and 8	Nancy Massand, Dean	nmassand@gardenschool.org

Upper Division Clubs and Sports with Adviser/Coach

Club or Activity	Faculty Representative	Contact Email
Art Club	Tiina Prio	tprio@gardenschool.org
Diversity Club	Agustin Melara	amelara@gardenschool.org
Fitness Club	F lance Dervishi	fdervishi@gardenschool.org
	Vonetta Trotter	vtrotter@gardenschool.org
International Club	Stella Stenos	sstenos@gardenschool.org
Key Club	Marcia Elkind	melkind@gardenschool.org
	Jim Pigman	jpigman@gardenschool.org
Lego Robotics	John Hale	jhale@gardenschool.org
Literary Magazine	Marcia Elkind	melkind@gardenschool.org
Middle School Debate	Richard Kruczek	rkruczek@gardenschool.org
	Phil D'Anna	pdanna@gardenschool.org
Model United Nations	Sarah Smith-O'Sullivan	ssmith@gardenschool.org
Student Council	Sonia Ambarsom	sambarson@gardenschool.org
Yearbook	Richard Marotta, Ph.D.	rmarotta@gardenschool.org
Middle School Soccer	Gabriel Gomis	ggomis@gardenschool.org
	Stella Stenos	sstenos@gardenschool.org
Varsity Soccer	Gabriel Gomis	ggomis@gardenschool.org
Varsity Volleyball	F lance Dervishi	fdervishi@gardenschool.org

DON'T LET THE WORLD DOWN
 Make us all proud!
JOIN MODEL UNITED NATIONS



Model United Nations is a simulated United Nations conference where students assume the role of representatives from various countries and discuss and negotiate solutions to current international issues. It is a fun and educational activity that helps students develop leadership, public speaking, and negotiation skills. For more information, visit www.modelunions.org.

What: Model UN Information and Recruitment Meetings
When: Thursdays at 3 PM
Where: Mrs. Sullivan's Room # 28



Character Education Program

Ms. Lisa Sohmer (Director of College Counseling, Upper Division Coordinator)

Character Education continues! This week, each homeroom in Nursery through Grade 12 created a "Kindness Is" poster containing words and pictures expressing the students' thoughts on this important value. It was interesting to observe how each grade level interpreted kindness and how the students chose to share their insights. The posters now grace the homeroom doors and will be on display through Curriculum Night on October 6.

Many thanks to Mrs. Tiina Prio for creating our original "Kindness Is" artwork.



Garden School "Kindness is..." Posters

Garden Open House and Merit Scholarship Exam Saturday, December 5th at 9:00 AM

Garden School will host an Open House on Saturday, December 5th from 9:00 to 11:30 AM for families interested in all grades of the school. No RSVP is necessary.

Please invite friends, family members and colleagues who may be interested in learning more about Garden School. There will be a presentation at 9:30 AM on the school and its educational and enrichment programs.

The same morning, we will also be offering the annual Merit Scholarship Exam on Saturday, December 5th. The Merit Exam and the scholarships are eligible to both incoming new and current Garden students presently enrolled in grades 5-10 (entering 6-11 in 2016). Pre-registration using the form from the web link below is required by December 2nd.

If you have any questions, please feel free to contact the school at 718-335-6363. Use this link for more information and forms:

<http://www.gardenschool.org/open-house-and-merit-scholarship-exam-sat-december-5th-900-am/>



Garden School

Academic Excellence Since 1923



An Co-Ed Independent School
Nursery - Grade 12

MERIT SCHOLARSHIP EXAM

for students entering Grades 6 through 11

and

OPEN HOUSE

for all grades

Saturday, December 5, 2015, 9:00am



Garden School

33-16 79th Street, Jackson Heights, NY 11372

Call 718-335-6363 before December 2 for Merit Exam Registration

No RSVP necessary for Open House
visit www.gardenschool.org

"Cultivating Success in Every Child"



PTA Fall Fundraiser!

Our school is selling valuable, family-friendly "KidStuff Coupon Books" filled with hundreds of national, regional and local coupons for all ages! The KidStuff Book is conveniently organized, offers incredible savings and is sold exclusively through schools! **Our school earns 50% or more profit for every book we sell!**

KidStuff Coupon Books are \$25. You can save at Macy's, Dick's Sporting Goods, Sears, Loft, Aéro, Payless, Outback + more!

Use just a few coupons and easily save more than the \$25 cost of the book...Remember to keep KidStuff in your car! Most coupons are long-term and valid for 16 months!

You will enjoy fabulous savings from a lot of stores in your area.

POST and TWEET! Family and friends will love saving with KidStuff...The books are great for gifts too. Your family earns 1 FREE book worth \$25.00 for every 5 books you sell! Payment is due ASAP.

Please make checks payable to Garden School PTA. NO CASH PLEASE – We will not be responsible and will not reimburse any monies.

If you have any questions, please contact Paula Brie at (917) 859-4252. KidStuff does not promote door-to-door sales by children.

KidStuff ships books to our school. Message me ASAP to order! TY!

Thank You for supporting our school!!!



BOOK ONLY AVAILABLE UNTIL OCTOBER 23RD!



DATE: _____

STUDENT NAME: _____

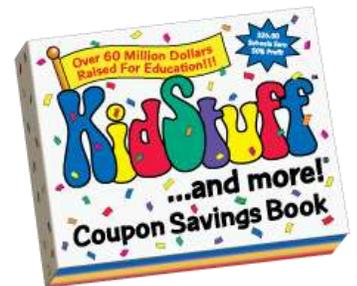
GRADE: _____

HOME ROOM TEACHER: _____

Cost per book is \$25.00

Amount of KIDS STUFF BOOKS I'd like to purchase: _____

Amount enclosed: _____



**CHECK OR MONEY ORDER WRITTEN OUT TO:
GARDEN SCHOOL PTA**



Early Childhood Music

By: Tom Heineman (Music Teacher)

Music in nursery is off to an enjoyable start as students have really taken to singing and moving to music.

Some of the new songs Nursery students have undertaken include 'Alice the Camel,' 'Five Little Ducks,' and the Barney theme (sung to 'This Old Man'). In Pre-K & Kindergarten, the activities thus far have been solely performance-based. They have learnt new songs such as 'Pop Goes the Weasel' in Pre-K and 'My Bonnie Lies Over the Ocean' in Kindergarten. Another new tune that both grades have embarked on is called 'Kaeru no Uta' (Frog's Song). It is a simple song sung in Japanese which includes the sound of the frog, 'Kero.' Students considered the idea that the same frog in America, whose sound we hear as 'Ribbit,' is heard differently in Japan. Students hopped around as frogs and attempted to make frog sounds in which they listened for other frogs in between the calls, so that we sounded like a true frog bog.



Kindergarten students have been engaged in an activity in which they say their names and play the syllable count on drums. Sometimes the students are asked to play their names without saying them out loud. The next step for the class will be having two students at a time have a drum conversation. We will attempt to voice the conversation in languages other than English, as well.

Grade 1 Mathematics

By: Jacquelyn Renner (Grade 1 Teacher)

First Graders enjoyed using visual tools to reinforce math lessons this week. To build an understanding of numbers in relation to ten, students manipulated ten frames. Ten frames are a two by five rectangular frames that use counters to illustrate numbers to ten. Students are encouraged to use mental math to describe the relationships. Through a Smartboard activity, students were able to answer questions such as how many more counters were needed to reach ten. Students were quickly able to identify ten frames representing five and ten. Being able to "see" the numbers will be useful for counting on for addition and subtraction and place value later this year.



Connecting cubes are another often used visual tool for First Graders.

Frequently cubes are used to add and subtraction, but they are also used for measurement, patterns, and probability. This week students used connecting cubes to explore inequalities. Students built the numbers to be compared and through one-to-one correspondence recognized that the greater number had leftover cubes. After practicing with the cubes, students were ready to use Pacman to draw the correct symbols. Pacman always eats the greater number and his mouth can be traced to create the symbols for greater than and less than.



Next up for First Grade is ordinal numbers and word problem strategies.

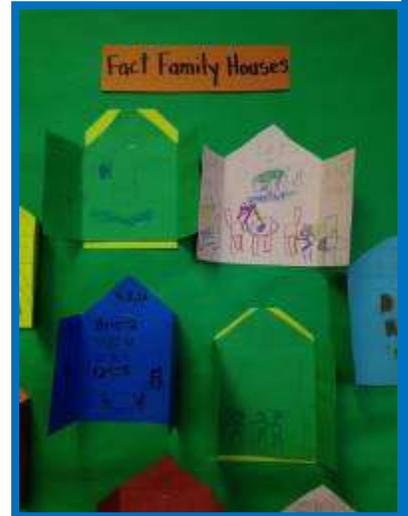


Grade 2 Mathematics

By: Paula James (Grade 2 Teacher)

The second grade students have been working hard in math class reviewing addition and subtraction facts.

This week, we have been focusing on math vocabulary words such as *addend*, *sum*, *part*, *whole*, and *related addition facts*. We have also been using the term *fact families* to refer to related addition and subtraction facts. It is important for the students to have strong addition and subtraction skills so they will be able to solve more complex problems throughout the year. During one lesson, the children created paper fact family houses and each student selected a domino with the two numbers on it. The students added their two numbers together to find the sum, and then had three numbers to create their own fact family. Please take a look at our fantastic fact family houses in the classroom.



Grade 3 Mathematics

By: Nilla Ingravallo (Grade 3 Teacher)

To initiate our mathematics study this year, the third graders have been building the foundation of whole-number operations by learning place value. They have been reading, writing, and using 4-, 5-, and 6- digit numbers in a variety of contexts. Terms, such as standard, expanded, and word form, have been taught and applied. The students worked on comparing and ordering these numbers as well. Manipulatives, such as place value blocks, online resources, and place value charts allowed the third graders to visualize these concepts.

To reinforce what they have been studying in math, the third graders participated in cooperative learning and center activities. With a partner, they worked on projects and activities that required them to demonstrate and express their knowledge of place value concepts through different modalities. The first day's activities consisted of ordering sets of numbers and identifying number patterns. On the second day, each group visited a place value center that allowed them to explore this concept using technology, reading, writing, art, and manipulatives.

These cooperative learning tasks also encouraged the third graders to work on the star qualities of cooperation and kindness. During this time, the third graders successfully applied what they learned about cooperatively working with others.





Grade 4 Language Arts

By: Philip D'Anna (Language Arts and Social Studies Teacher)

The first weeks of language arts have been a time for the fourth graders to review and reinforce some aspects of written English. We have been studying the various types of sentences, the different parts of these sentences, and the proper ways to punctuate them. These facets of writing are a baseline for how the class will strengthen their overall abilities. Throughout the school year, the fourth graders will improve their paragraph structure as well as their essay structure. The lessons learned during our grammar units will directly help each student's writing. Remembering to use capital letters and punctuation, while conveying a complete thought, is essential to effective communication.



It will be important that, as fourth graders, the class continues to work on the little details: handwriting, page alignment, etc. These little details eventually become the habits that students form. We will work as a class to develop strong reading and writing habits in language arts to help them be successful!

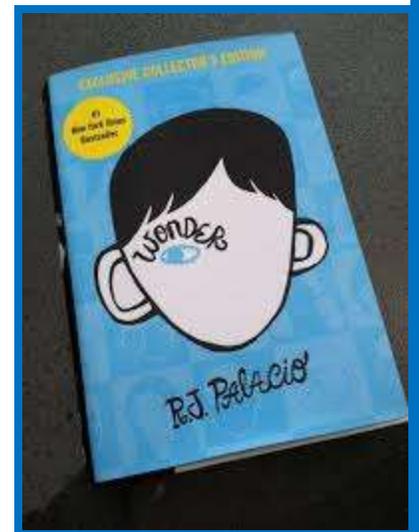
Next week will conclude our first grammar unit and move swiftly to our first class novel, The Flunking of Joshua T. Bates, by Susan Shreve. As we study this novel, we will read for comprehension, discuss important themes, and continue to write about various relevant topics.

Grade 5 Language Arts

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

Our 5th grade English class is getting into the rhythm of a new year with increased expectations and challenges as well as exciting new content.

We will begin our first novel on Monday: a book that has sparked the imagination of young students nationwide in the past few years. *Wonder* by R.J. Palacio is the story of ten year old August Pullman, who was born with a disfiguring craniofacial deformity. To avoid the stares and comments of unfeeling people, he wore a Darth Vader helmet for a whole year to hide his features. His favorite holiday was Halloween, because he could wear a mask. Homeschooled through fourth grade, he is suddenly informed by his parents that he will be enrolled in a prestigious private school in Manhattan. The story of his fifth grade year is told by multiple people in August's life: his friends, his non-friends, his sister. The story is funny, heart-breaking, and real. Everyone knows an August Pullman who needs a friend, but it's not always easy to step out of the crowd and be kind.



In this first quarter as we examine the character trait of kindness as a school, the fifth grade will challenge themselves to transfer what we talk about in class to how we treat people in life. Will you join us in taking the Kindness Challenge? We would love for parents and family members to pick up a copy of the book and continue the conversation at home!



Grade 6 Language Arts

By: Philip D'Anna (Language Arts and Social Studies Teacher)

The sixth grade is off and running! Already they have immersed themselves in reading and writing. Most of the class completed summer reading assignments where they compared and contrasted the struggles of different characters. Additionally, students chose a novel from a suggested reading list, summarized it, and provided reasonable critiques. It has been wonderful to read the work they've synthesized.



In the beginnings weeks of school, the class has also engaged in a grammar unit, calling upon their knowledge of English. Throughout our lessons, students have jogged their memories, stirred up past knowledge, and asked very meaningful questions. It is those keen insights which spark the best conversations in class, and already we've had several discussions that analyze the rules and mechanics of writing.

As we look ahead, the sixth graders will soon begin their first novel, The Egypt Game, by Zilpha Keatley Snyder. As we do, the students will continue to think critically and evaluate the author's work. The class will also continue to develop their writing through thoughtful responses, and eventually, master the technique of a five-paragraph essay. It will be an ongoing process, but with hard work each student will find their own level of success!

Grade 7 Life Science

By: Marlene Dapice (Science Teacher)

Students have gotten into the groove quite quickly. The year began with an exercise designed to elicit the need for clarity in writing directions for lab exercises. Students were given a set of Lego blocks and instructed to design and build an object; then, write a set of directions, which if followed, would result in their object. The directions could neither name nor describe the object in any way or include any drawings. Directions were exchanged among students and each group was required to build the object. Well, to say the least, it wasn't as easy as they thought it would be. Students now have a better appreciation of what goes into writing a set of instructions.

Students were also assessed on their observational skills, a much needed commodity in the scientific world. Fifteen, (they were not told the number at the beginning), common objects were placed on a tray and then covered. One by one, students were called up to look at the objects for twenty seconds. They then returned to their seats and wrote down as many objects as they could remember. It was an eye-opener for some.

This week, students are going to design and carry out an experiment to test the validity or fallacy of a common scientific belief. After their data is collected and analyzed, they will have to either accept or reject their hypothesis and explain why. Sorry, I can't give away what it is they will be testing.



Grade 8 Physical Science

By: John Hale (Science Teacher)

The 8th grade Physical Science class is off to a running start.

Over the past week, the students have been investigating the different properties of matter. Through descriptive investigations, they are starting to understand the differences between an object's mass and weight, the effects that a changing mass and volume has on an object's density and the beginning ideas of chemistry. This culminated in a Performance Assessment where the students had to put what they learned into a presentation to explain the properties. Next they will explore the patterns in the Periodic Table.



Grade 9 History

By: Marcia Elkind (Ancient and Medieval History Teacher)

What does it mean to be "civilized?" That is the first question ninth graders are asked in their history class this year. Beginning with the earliest beings, the hominids, we trace the path humanity took to become civilized people. After agreeing on a "formula" for civilization, students proceed to explore the beginnings of western thought, law, religions, architecture etc. They are often confused by our focus on ancient Egypt and the cultures of the Tigris and Euphrates River valleys. But that is where it all began for the West. We will cover a long period of time, from prehistory to the Renaissance in Europe.

There are many names, dates, places, events to learn about. While information is the first purpose of studying history, the larger purpose of the course is to teach some basic skills like how to take notes effectively, how to research and write a term paper, how to present ideas in a public forum. They will learn to study twenty minutes every night because no *written* homework does not mean no homework. Pop quizzes are frequent, based on the homework or the class notes and discussion from the day before. They will have to write longer tests, including complex essays that require knowing facts and being able to organize them into a coherent presentation. It is a challenging year. They will grow a great deal over the next months, as students and as young adults. Discipline is the key to success.

We help students maximize their potential when we stimulate their minds, provide a structured environment for learning, establish clear and reasonable rules and expectations. There will be some stumbles along the way, some digressions, some interruptions. That is normal. But the desire must be there, the desire to do well, to meet expectations, to perform to the best of one's ability. No one wants the surgeon who got 65% of the answers right on the brain surgery exam! Strive for mastery!

Grade 10 History

By: Richard Grusky (History Teacher)

The sophomore class has begun the study of Modern European History. The class is divided into two sections, Mr. Grusky teaches the Advanced Placement section and Mr. Kruczek teaches the Regular element.

Classes are finished with their review and introductory sections and are now ready to begin their examinations of Europe from the Renaissance to Modern Times. Appropriate assessment will measure the effectiveness of class reading and participation.



Grades 11 and 12 World Languages

By: Augustin Melara (World Languages Department Chair)

It is always exciting to hear how some students make excellent use of their language skills (French or Spanish) during the summer. Some strengthen their knowledge by traveling to Spanish-speaking countries while others practice by working in an environment where one of the two languages is spoken. To that end, we begin every school year with an extensive review of grammatical tenses and idiomatic expressions, as well as cultural insights through the analyses of influential works.

As the students in 11th and 12th grades continue to improve on their verbal abilities, they will also be introduced to challenging works of literature throughout the school year, such as *Aura* (Carlos Fuentes), *La lengua de las mariposas* (Manuel Rivas), *La Symphonie Pastorale* (Gide), *L'étranger* (Camus), and several short stories in their original language.

The objective is to make our language students well-rounded individuals by encouraging them to speak more French or Spanish while gaining a cultural appreciation through the discussion of important literary works.

Alumni News

Garden graduate and National Honor Society Student, Eunju Choi, class of 2012, is having her first solo exhibition of photographs at the SVA BFA Photo Building at 214 E 21st in New York on the 2nd floor. The exhibition will last until October 2nd.

More information can be found at <http://www.eunjuchoiphoto.com/>

Eunju, now in her senior year at The School of Visual Arts, was the photographer responsible for the photos of Garden Graduate and musician, Diana Kim, that accompanied last week's alumni news article.



Eunju Choi, from her website



Diana Kim, Garden '13, as photographed by Eunju Choi, Garden '12