



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: VIII

"Cultivating Success in Every Child"

Friday, November 10, 2017

Thoughts for the Week

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



In an administrative discussion the other day, the question arose about what it means to be a student. There have been numerous discussions at meetings and conferences about what it means to be a teacher and an administrator. Most of those talks concluded with ideas about engagement, responsiveness, individualization, encouraging the best in each person, and more. However, I really can't remember too many conference-type discussions about being a student. There have been sessions on how students learn and how our pedagogy needs to be responsive to changes in learning style, but there have been no in depth discussions about what it means to be a student.

When we look at the etymology of the word student, and remember that etymology means the true meaning of the word not just its origin, the most common definition relates to applying oneself to learning, to carefully approaching information, and to a dedication to understanding something. All of these definitions involve the idea of hard work.

In our society, we have expanded this definition to include areas outside of the academic, such as social and emotional development. Yet when we look at schools and universities across our country and indeed, in other countries, the basic and inescapable fact that learning comes from effort permeates every institution. Schools are first and foremost places of learning. Indeed, Garden's Mission Statement begins "Garden School,... affirms the primacy of learning."

Not everyone involved in education would necessarily agree with this definition. The role of the school has expanded so dramatically in the last fifty years that the etymological model may be more difficult to recognize. Yet, learning does form the center of the school experience, even during those instances in which learning is enclosed and embedded in social and emotional development. The fundamental structure of the school day, or the university day, involves confronting a body of knowledge and the process of thinking. All classes ultimately confront this reality. I always tell the seniors that they should remember that, above all the many experiences they will have in college, college is school!

Students move through the day in five or six different classes, each with its own set of languages, information, content, and intellectual assumptions. It's not easy being a student in a world that changes every hour. Yet our responsibility is to motivate and stimulate students to engage the material with intensity, to study with focus and concentration, and to apply themselves to the difficult task of being educated. When we remind ourselves that being educated means being lead away from the darkness, then we should take to heart the sacred responsibility of being the leader. However, students also need to



commit to the process and to understanding that learning and knowledge do not come easy. In every field, whether it be academia or sports, to become skilled, to be excellent, means being willing to work hard.

I remember when the Mets used to win games and championships that Keith Hernandez always came to Shea Stadium hours ahead of a game and work on his skills as a first baseman. His incredible performance was the result of a blend of his natural talent with serious amounts of hard work in mastering every aspect of his game. We know that some professional basketball players will spend hours and hours taking a shot from the same position on the court in order to master it.

The same hold true for being a student. Mastery of material and, more importantly, of the critical thinking process requires hard work. I have seen students become masters of video games, solely through hours and hours of applying themselves to that skill. If that energy and commitment were transferred to the art of learning in academia, the results would be equally impressive. Life isn't easy; taking it on with enthusiasm and hard work however, makes it successful.

Richard Marotta, Ph.D.
Headmaster

DATES TO REMEMBER:

- Friday, November 10: Report Cards Returned
- Wednesday, November 15: Parent/Teacher Conferences start at 3PM
- Thursday, November 16: Thanksgiving Feast for entire school
- Thursday, Nov. 23 – Friday, Nov. 24: School Closed for Thanksgiving Holiday
- Monday-Wednesday, December 4-6: **Holiday Gift Boutique!**
- Saturday, December 9, 9:00 AM: **Garden Open House and Merit Scholarship Exam** - Invite families!
[Register for Exam by clicking here.](#)

Merit Scholarship Exam Saturday, December 9th, 9:00 AM



Garden School

Cultivating Success in Every Child



Merit award winners receive 25%-100% tuition discounts
Merit families receive school tour during Merit Exam

Realistic Alternative to Manhattan Schools
Near Public Transportation / Private Bus Available

Nursery to Grade 12, Independent College Prep School

- NYSAIS accredited, strong academics, small classes
- AP Classes, athletics, college counseling, character education

Saturday, December 9th - 9:00am

Open House for all families, Nursery to Grade 12

- Presentation 9:00 am - 11:30 am.
- Children welcome. Refreshments served.

Merit Scholarship Exam for grades 5-9, pre-register by 12/2/17

- Arrive by 9am for presentation. Open House until 11:30am
- Children welcome, No RSVP, Refreshments served

For more information and forms: <http://www.gardenschool.org/admissions/merit-scholarship-program/>



Garden School Annual Fund Appeal Letter 2017

Dear Garden School Families,

School is back in session, and it is time once again for all Garden families to support Garden School's most significant fundraiser, The Annual Fund.

All independent schools depend on fundraising every year, and in particular, on families donating to The Annual Fund. Tuition does not cover all the expenses of providing the first-rate, well-rounded, and enriched education that you have chosen for your child and your involvement in fundraising is expected in order to close that gap.

Last year, this community raised \$50,000 towards The Annual Fund and we thank you for your support in achieving that milestone. With your help, we continue to improve our educational offerings and our physical plant in ways seen and unseen:

- Ensuring our continued excellence through NYSAIS accreditation
- Improving campus security
- Upgrading the school heating system for cost efficiency
- Renovation and bricking of the front entrance walk
- Renovation of Upper Division's Room 23
- Installation of two hydration stations to reduce bottle waste and keep Garden "green"
- New doors for our Main Hall rooms

Also, through a generous alumni donation, we launched Garden's popular Amateur Radio Club that adds to our technology and science offerings, and which recently won a Blue Ribbon at the NY Makers Faire. These and other improvements are made possible by your donations. More necessary program and facility improvements are planned, and your participation in The Annual Fund remains critical. Longer term plans include renovating the Science Lab in the Main Hall and renovating several more classrooms. We need your help with these capital projects and for you to support the successful implementation of Garden School's mission!

We count on every Garden family being generous, and our more imperative goal is 100% family participation. We must have your help to achieve that goal! Our Board of Trustees has demonstrated its leadership once again by pledging over \$10,000 in contributions to the Annual Fund—all in support of Garden School's Mission. We ask you to make a donation to The Annual Fund and help us reach our goals.

Please join me in celebrating our school and in supporting its mission to educate our students to the highest of academic, social and personal standards.

Please go to www.gardenschool.org/giving for information or to make your donation online. On behalf of all alumni, current, and future generations of Garden students, we thank you for your generosity.

Sincerely,

Richard Marotta, Ph.D.
Headmaster
Alumni Parent '00
Current Grandparent '31, '34

Michael Rakosi, '64
President, Board of Trustees

Jean Kinn, Alumni Parent '06
Chair, Annual Fund
Member, Board of Trustees



GARDEN SCHOOL YEARBOOK CLUB

JASMINE PETROV
EDITOR-IN-CHIEF

ADS & DEDICATIONS ORDER FORM

A Yearbook Dedication is the perfect way to show someone how much you care. Order from as little as $\frac{1}{8}$ of a page to a full page to customize your congratulations on a great year or to say how much you love them. Businesses can also order ad space in the same sizes, ranging from business cards to a full page ad.

- | <u>Size</u> | <u>Price</u> |
|--------------------------------------|---------------------------|
| <input type="checkbox"/> 1/8 Page | \$40 (business card size) |
| <input type="checkbox"/> 1/4 Page | \$70 |
| <input type="checkbox"/> 1/2 Page | \$120 |
| <input type="checkbox"/> 1 Full Page | \$225 |
-
- ☐ Personal Dedication
 - ☐ Business Ad

Name or Business: _____

Dedicated To: _____ Grade: _____
(not necessary if a business ad)

You can e-mail text and images to jasminepetrov00@gmail.com with the Subject Line: Dedication. Deadline is February 1, 2017!

The Student Council
Of Garden School

Aneesh Didwania
President

Mirabella Chau
Vice President



Aliyah Mohammad
Secretary

Isabel Wilder
Treasurer

Ariel Marvin
Asst. Secretary

— Thanksgiving — FOOD DRIVE



MON. NOVEMBER 13
- to -
WED. NOVEMBER 22

Please donate **canned goods, non-perishable items, dried food boxes, and household products** such as dish soap, sponges, etc. to support the Jackson Heights community this Thanksgiving.



BOXES WILL BE LOCATED IN THE MAIN HALL.



All proceeds will be donated to the Lion's Share Food
Pantry at St. Mark's Episcopal Church.

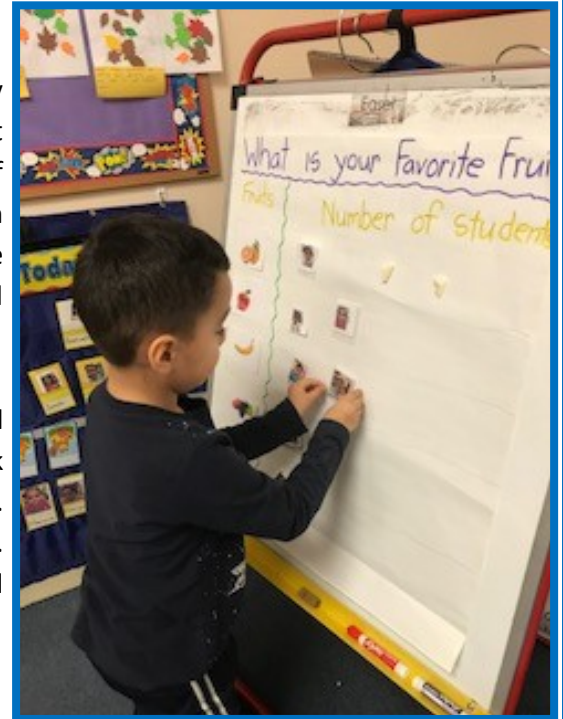


Pre-K For All - Math

By: **Mosammat Khalid** (PKFA Teacher)

During our thematic unit on "Nutrition," students learned about healthy foods, the various ways they keep their bodies healthy. They learned about different food groups and the importance of eating different types of foods. Students were introduced to the concept of "my plate" which illustrates the five food groups and their importance. The class read the informational text, "What's On My Plate" by Jennifer Boothroyd and discussed what foods are healthy for our body.

This week, we focused on fruits and vegetables. In class, children tasted apples, bananas, grapes, oranges, and kiwis. After tasting they were asked about their favorite fruits and made a graph of their favorite fruits. Children counted the number of students that liked the same fruits. Children also sorted food into two groups, healthy and unhealthy and counted to tell how many in all.



Nursery Language Arts

By: **Carmela Augello-Knopf**, (Nursery Teacher)

The abc's have started blooming into our Nursery classroom! We have begun learning our alphabet, this week.

For every letter taught, we read books with engaging stories and colorful pictures which help the children explore one letter at a time. The books focus on letter sounds which help improve fluency. We also read the Jane Belk Moncure series, which are simply written and maintain the same plot line through all the books.

We make puppets, stencil paint, and color follow up sheets to bring home to share and reinforce. On the smart board, we dance and sing to various letter songs and listen to chants. We have also begun to work on our "Chicka Chicka Boom Boom" class tree. We will be adding every letter as it's taught and recognize each child's first name initial. This week we added A for Ada, Ashley, and August.





Pre-K Language Arts

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

Knowing the alphabet is the foundation for reading and writing. While some children learn letters quickly, others need more repetition and time to learn letters. Some of the ways letter recognition is introduced in Pre-K has proven to be quite fun.

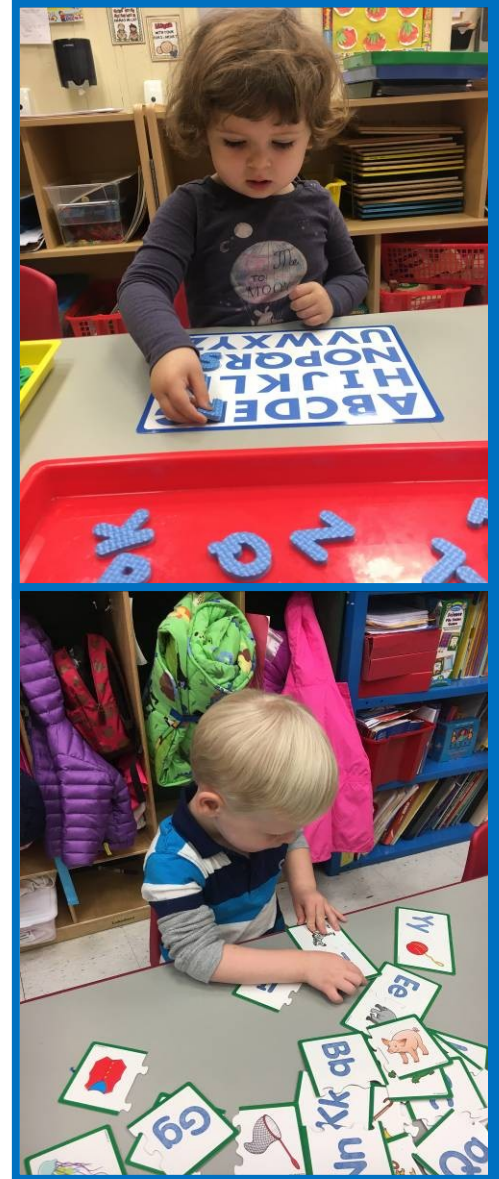
Every day we sing a letter song. There is a song about every letter of the alphabet and the sounds that they make. The children hear the song once and they immediately begin to sing along. This is part of our morning routine.

We read all kinds of alphabet books. Repetition is key to learning letter recognition. The children hardly ever get bored of alphabet books because each one is different.

Using tactile letters is a perfect pre-writing activity because children use their finger to trace the textured letters. Some even have arrows that tell where to start and which direction to go. Teaching letters with alphabet puzzles is another teaching tool that we use. This is also a good way to practice vocabulary and verbal skills. Alphabet poems and rhymes are a creative way to help children learn how to identify letters. Some even teach how to write the letters in proper formation.

Games such as *Letter Bingo* or *Letter Match* are other also ways to learn letters.

Our Pre-K classroom has these fun tools and games to be used in our literacy center. The students have become quite confident in using many of these materials, some independently. All materials have been carefully chosen to help children build important alphabet recognition and pre reading skills.



Kindergarten - Language Arts

By: Lauren Yandow (Kindergarten Teacher)

This week in Kindergarten, we learned about a new letter, K! Not only did students learn how to write uppercase and lowercase Kk, but they also learned the sound that it makes at the beginning, in the middle, and at the end of different words. Students made the connection that letter K and letter C can sometimes make the same sound. Words such as "kite", "kitchen", and king" were learned as words that start with the K sound, and words such as "milk", "beak", and "cook" were learned as words that end with the k sound. Students were also exposed to words with -ck at the end, and learned that when these two letters are together, they make the K sound. We wondered and discussed why the C doesn't make its own sound.

Students also learned new sight words this week: "did", "had", "got", and "not". We have been using these words all week verbally in sentences as well as practicing them in our writing. We look forward to new sight words and our new letter D next week!



Grade 1 - 3 Science

By: Michelle Sclafani (Math and Science Teacher)

First, Second, and Third grade Science enthusiastically wrapped up their Life Science Unit with the first marking period. The Third Grade focused on both physical and behavioral adaptations, as the first and second paid closer attention to their habits and physical adaptations. All the students then took what they learned and adapted it into the group activities focusing on inherited traits! Once completed we jumped right into our next unit beginning with Weather.

With weather, comes a handful of STORMS! First Grade soaked up all the weather conditions with their introduction to the unit as Second and Third grade focused on weathering and erosion with our "Cookie Erosion" experiment. The students used their imagination as we turned cookies into rocks and sediments and then watched how erosion works by wind and water! Going into the weeks ahead, First Grade will be interacting with one and another with their weather activities as Second and Third will focus more how climate differs from one environment to the other.



Grades 4 - World Languages French

By: Gabriel Gomis (World Languages Teacher, French)

French 4 has been learning a nursery French song "Au Clair de la Lune". The composer of the song is to this day unknown. Its lyrics are mostly used to teach instruments to beginners. We also sang the colors song to get the kids identify colors in French. They are also working on the present tense of _er verbs.

Grades 5 - World Languages French

By: Gabriel Gomis (World Languages Teacher, French)

French 5 learned the vocabulary on farm animals. They are working on a project on the topic to enhance their understanding. They will present their project in front of their peers. They also learned the imperative, a mood that expresses a command or a request.

Grades 6 - World Languages French

By: Gabriel Gomis (World Languages Teacher, French)

French 6 learned the most common irregular verbs (aller, faire, avoir, and être) this past week. They also learned the different expressions associated with these verbs. The comprehension of the irregular verbs "avoir" and "être" is a prerequisite before tackling the passé composé, French most common past tense. Today, they took a test on the irregular verbs today to assess their understanding.



Grades 7 - Social Studies

By: [Sarah O'Sullivan](#) (Social Studies Teacher)

The words "No taxation without representation" can be heard from the mouths of the seventh graders. Students have applied their knowledge of governments and applied them to the damaging measures taken by the British government. Many question why the colonists had to pay high taxes. We have discussed the positive and negative role of taxes. All students realized that taxes are fair as long as the people have a voice on government. Once people lose their voice you have a tyrannical government. Next week, we examine how the small thirteen colonies could defeat the greatest military in the world.



Grades 8 - Social Studies

By: [Sarah O'Sullivan](#) (Social Studies Teacher)

Effective teaching is something that teachers strive for everyday. The eighth grade teachers decided that using an interdisciplinary approach to a unit on South Africa would be an effective way of teaching, and therefore an effective and more enriched learning experience for the students.

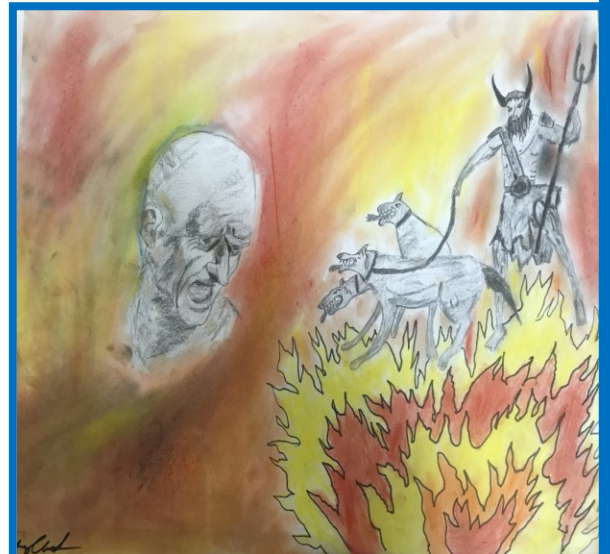
Hence, the Eighth Grade analyzed the events of the Anti-Apartheid movement and compared the methodology of this critical movement with those of the Civil Rights movement. They then read "Cry The Beloved Country" in English and learned and sang South African freedom songs. As a culminating assessment students collaborated on a South Africa newspaper. They learned the journalistic structure of newspapers and researched events, people, music and sports as they all pertain to Apartheid. This allowed for each individual learner to develop and showcase their talents.

All students enjoyed the project and learned how critical deadlines are for editors. Our next unit is Central and East Africa and how people can rebuild a nation such as Rwanda.

Grade 9 - Italian Renaissance Art

By: [Christopher Zelles](#) (Fine Arts Teacher)

The Ninth graders are two months into the Italian Renaissance course. The students did a magnificent job on the Adam's Hand project; many of which can be seen displayed in the main hallway. For their second project they have been putting their own twist on Da Vinci's, *The Shouting Man*. The goal for the students is to take the image of The Shouting Man and do something completely creative with it. I have encouraged the students to research famous artists and paintings and to draw the Shouting Man in that artist's style. I have been encouraged by the enthusiasm the students have for this project and look forward to see the finished product by the end of next week.





Grades 10 - Writing

By: [Amira Booth-Soifer](#) (*English Teacher*)

After finishing a unit dissecting the complexities in Elie Wiesel's "Night"-- and working on writing multiple drafts of essays, working to continually improve writing-- the Tenth Grade recently began a unit focusing on Shakespeare's tragedy (and, arguably "horror story"), "Macbeth."

After first learning about and finding examples of horror tropes in modern pop culture (just in time for Halloween!) the students began reading through "Macbeth," noting the horror tropes as they go along. In both in class projects and homework assignments, the tenth graders have been "translating" some key scenes, dialogues, and soliloquies from "Macbeth" into modern colloquial English.

We are now beginning to look at the dangers of ambition and the complexity and contradiction inherent in the characters in the first acts of "Macbeth." I am looking forward to hearing more of the tenth graders' observations and ideas as we continue reading this play (a personal favorite)!

Grades 11 and 12 - Physical Education

By: [Flance Dervishi](#) (*Chair, Athletics Department*)

In PE class, we have started our Basketball Unit. Before we get into our regular season games, the students must learn the rules of Basketball and the proper way of shooting, passing dribbling the ball.

The first thing we worked on is zone defense and the proper rotation for each player. It's very important for the kids to understand basketball before scrimmaging. We also played a basketball game called "King of the Court", the kids have found basketball to be both fun and exciting.

After a long two weeks of drills, each student was assigned a team and we are now on to regular season games. Games have been very competitive and kids that don't like basketball are starting to take interest. Basketball is fun but an extremely difficult sport to master. The students are improving and are having a great time.