



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: VII

"Cultivating Success in Every Child"

Friday, November 3, 2017

Thoughts for the Week



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



For the past three days, I have been attending and participating in the NYS AIS Annual Heads Conference in Mohonk, New York. This year was special because it is the 70th Anniversary of NYS AIS and the associations of heads of independent schools of New Jersey and Connecticut were with us; as well as many retired heads from NY schools. The conference a number of focal points, including two that I thought would be of interest for us to discuss as part of our own development.

First was our keynote speaker, Nobel Peace Prize winner, Lehman Gbowee, who talked about helping our students develop a sense of 'civic engagement' in order to motivate and inspire them to confront the challenges of a world that more than ever needs the help of people of good will. Her approach involved teaching children about the world as it truly is. Her aim was to encourage and expose children to the "reality of the world" so that when they leave our schools, they can confront effectively what is increasingly becoming a more hostile world environment.

Professor Gbowee tackled the issue of bullying, of meanness and cruelty. In her own life, she helped lead a coalition of women who toppled Charles Taylor of Liberia and have him charged with crimes against humanity at the world tribunal. Her emphasis was on how to build the courage in children so that they can stand against injustice and cruelty and help combat these atrocities on a daily basis. To this end, she urged us, the educators, and you, the parents, to make certain that our children are not living and being educated in a 'sanitized world.'" She urged us to stop 'setting aside life for our children" by being overprotective, enabling and infantilizing. Our aim should be to let children see the world as it is and not insulate them from reality.

A second speaker, Charles Vogl, who has written several books on building community, spoke to us about how to build community, and the strengths associated with "belonging" in our daily lives and in the lives of our children. His session, entitled, "[The Art of Community: Seven Principles for Belonging](#)," focused on the practical ways in which we can build a community by first understanding the nature of a community. His seven principle, boundary, initiation, story, symbols rituals, the temple, and the inner rings, all helped us understand what a community is and how for the past 3,000 years of history, community building has essentially remained the same.

Boundary means to recognize that a community consists of those with shared core values. Invitation is that moment when we become part of the group and partake in its life. Story relates the shared values to each other and helps us define who we are. Symbols are those objects that represent our ideas and values. Rituals center on those moments of change and transition that define and redefine our identities. The Temple is that sacred place that is set side and becomes the place where we go for comfort and security. And finally , the inner rings marks how we follow a path that takes us deeper and deeper into the world of our community.

All of these principles can be seen in our school. We attend and support Garden because of our shared values. Invitation occurs when a family or a faculty member is invited to join the school. Our story is our philosophy and a our mission. Our symbols involve the logo, the griffin and all of those objects that represent us, such as our new griffin sweatshirt. Rituals, such as graduation, the Gala, the Halloween Party and more, all help us celebrate change, redefinition and reaffirmation of our school. The Temple is the school itself, not just the physical environment but the social, academic, and emotional environment. The inner ring occurs when we graduate and deepen our commitment to the school, the mission, the history (all 95 years of it!) and to all of those who share our daily life within our walls.



Both of these speakers were inspirational because both truly understood the nature of courage, of honesty, of the worth of each individual, of the worth of the group and, finally, of the importance of these daily activities that help shape children in the present and our world in the future.

Richard Marotta, Ph.D.
Headmaster

DATES TO REMEMBER:

- Friday, November 3: Marking Period 1 Ends
- Sunday, November 5: Daylight Saving Time Ends - Clocks go back!
- Monday, November 6: Photo Retake Day!
- Thursday, November 9: Report Cards Distributed
- 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

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.

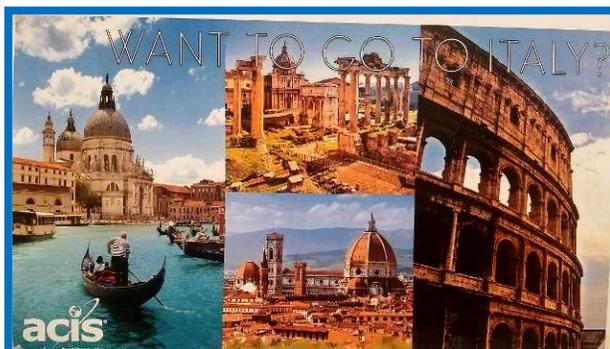
Merit Scholarship Exam for grades 5-9, pre-register by 12/2/17

- 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/>

Sign Up for This Year's International Trip to Italy on Page 5!

[\(Click Here to See Trip Brochure Online\)](#)





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 NYS AIS 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!



Italy 2018 Travel Permission Slip

[\(Click Here to See Trip Brochure Online\)](#)

Name _____

(Exactly As it appears on your passport. Attach a photocopy of passport and two passport photos)

Passport _____

(Origin).

(Number).

(Expiration)

This is to certify that my son/daughter _____ will be traveling with Garden School to Italy from Friday, February 16, to Sunday, February 24. In the event of a medical emergency, I may be reached at:

(Home) _____ phone _____

(Address, including zip code).

(Cell) _____

Office _____ phone _____

(Address, including zip code)

The following is an alternate contact in the event that I cannot be reached:

Name _____

Address _____

Phone _____ relationship _____

My child's Doctor is _____

Address _____

Phone number _____

My child (.) regularly (.) occasionally takes medication for the following conditions.

If none write none

Name of medication(s) _____

My child is allergic to the following foods, medication, or inhalants:

My medical insurance carrier is : _____

Insurance # _____

Gabriel Gomis, Amira Soifer, and Greig Roselli are authorized by me to administer the above medications to my child. In the event that none of the above may be reached, the above mentioned chaperones are authorized to seek medical care and obtain treatment.

Date.

Parent /Guardian signature

Please return the permission slip, copy of passport and \$200 for tips and chaperone costs.



GARDEN SCHOOL KEY CLUB 2017 SERVICE TRIP TO BOSTON

NOVEMBER 17th -19th

Depart School: 11AM on 11/17 & Return to School: 2PM on 11/19

Key Club will attend the COMMUNITY SERVICE EVENT at The Stitch House in Boston, and learn how to make shopping bags out of recycled materials to support BOOMERANG ORGANIZATION which promotes the reduction of plastic bag use. Key Club will meet with the founders to discuss sustainability and social action. Key Club members will also have the opportunity to meet with the local city council member to discuss policy change and legislature on plastic bag bans.

Trip includes:

- Charter bus round-trip from Garden School to Boston
- Hotel accommodations in Boston
- Community Service with the Boomerang Org.
- Touring the historical Freedom Trail, the famed Faneuil Hall, Salem and more!

**Price: \$300 per Key Club Members
\$315 per non-Key Club Members (includes membership fee)**

Total Payment Due by 11/3

Ms. Soifer Teacher Chaperone
Zoe Ades, 11th Grade Key Club President

Student Name _____

Student Grade _____

Parent Name _____

Parent Email _____

Parent Cell _____

Indicate any allergies or medicines needed: _____



Pre-K For All - Literacy

By: [Hallie Tenenbaum](#) (PKFA Teacher)

The whole month of November will be dedicated to the children learning about Nutrition. The children will be learning about the different food groups and they will learn about what foods are healthy and unhealthy to eat. The children made a list of the foods that they thought were good to eat and foods that were bad to eat. They were able to decipher that food that had a lot of sugar wasn't good for you.

The class read the book The Vegetables we eat by Gal Gibbons. They talked about the different vegetables that were in the book and how they can eat different parts of the vegetable. The children enjoyed learning about the vegetables that they knew were the healthy ones for them to eat.



Nursery, Pre-K, Kindergarten Fine Arts - Music

By: [Tom Heineman](#) (Music Teacher, Fine Arts Department, Chair)

For younger students, Halloween might hold the honor of being one of three greatest days of the year. Their enthusiasm lends itself to focusing on the event and celebrating it in a multitude of ways.

Students in early childhood performed movement activities to music in which they mimicked the motions of Halloween creatures such as skeletons, spiders, cats, owls, ghosts, bats, witches, and zombies. They sang variants on songs they know and a few unfamiliar ones like 'Shoo Bat' (a reworking of 'Shoo Fly' that the students thought was pretty amusing), 'Meow Meow Black Cat,' 'One Skeleton' (a retelling of 'One Elephant'), 'Hi Ho for Halloween' (a take on 'The Farmer in the Dell'), and '5 Little Goblins' (a 'Five Little Monkeys' adaptation). A tune recently added to Kindergarten's repertory, 'Nellie the Elephant' became 'Nellie the Skeleton' (the go-to three-syllable Halloween creature). Another Garden School faculty produced Halloween song came in the form of 'Mary Had a Little Bat,' with words as follows:

*Mary had a little bat
Whose fur was black as night
And everywhere that Mary went
That bat gave such a fright

It followed her to school one day
But school was far too bright
And long before that school bell rang
That bat once more took flight*



Pre-Kindergarten and Kindergarten students also enjoyed using scarves for the first time, forming ghost figures with them. They proceeded to imitate the movement of the main melody of Modest Mussorgsky's *Night on Bald Mountain* while also demonstrating contrasts in dynamics. It was a fun Halloween week in Early Childhood music!

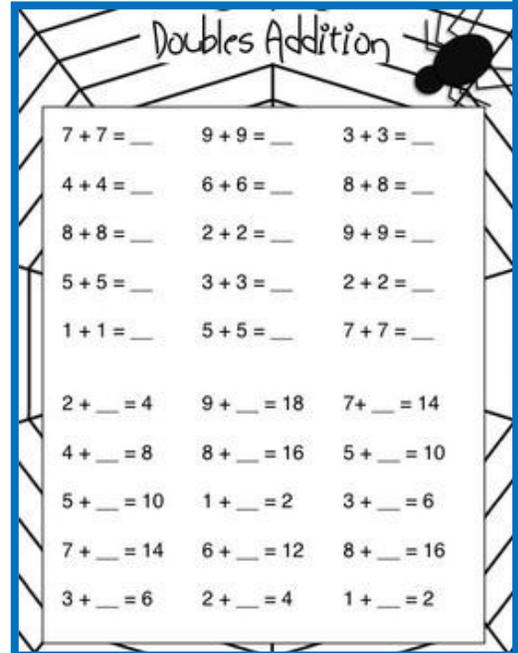


Grades 1- Math

By: [Kristen Ahlfeld](#) (First Grade Teacher)

In math this week, the first graders are working on mastering their doubles facts. Learning doubles is an important strategy for recalling addition facts. It can form a powerful anchor for learning near doubles and more complex math facts. The students are developing mental math skills and building automaticity through exploring doubles facts. These strategies help the students perform equations quickly and efficiently.

The class enjoyed collecting materials from our garden to create their doubles project.



Grades 2 and 3 - Math

By: [Paula Sirard-James](#) (Second Grade Teacher, Grades 1-3, Dean)
[Rachel Vidal](#) (Third Grade Teacher)

It has been an exciting week of pumpkin math in the second and third grades. The students were transformed into scientists, theorists, and mathematicians as they worked both independently and in combined teams to analyze their pumpkins.

The students first were asked to use their math skills to estimate the weight, height, and circumference of their pumpkin. Next, each team weighed their pumpkin and calculated the difference of their estimate versus the actual weight. They were also asked to estimate the amount of seeds their pumpkin contained. It was great to see students use their prior knowledge and experience to make realistic estimates. The third graders also led a discussion about geometric shapes with their teams. Students had an opportunity to dissect their pumpkin, identify and label each part, and discuss the life cycle of the pumpkin. They wrote sentences using adjectives to describe the size and shape, and how the inside of the pumpkin and the seeds felt once the pumpkin was opened up. The children counted and sorted the seeds into groups of 10s and then 100s and checked the final amounts against their estimates. Students were also asked to weigh the seeds and fibrous strands to calculate how much that part of the pumpkin weighed. Later, they had the opportunity to survey each other and graph people's preferences about pumpkin pie. At the end, we all voted on which geometrical shapes we should use for the jack-o-lantern.



It was a great community building opportunity for grades two and three. They enjoyed working together in teams and getting to know each other better.

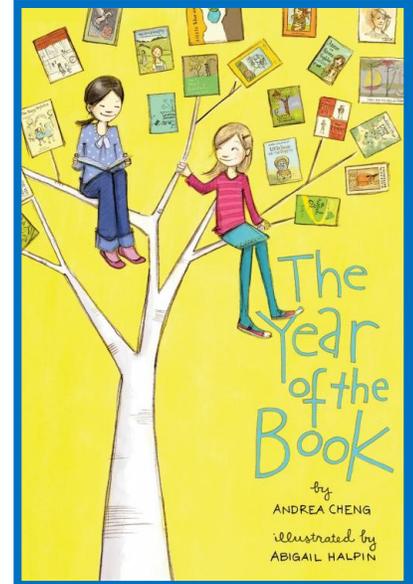


Grades 4 - Language Arts

By: **Phil D'Anna** (Language Arts Teacher, Grades 4-6, Dean)

What makes someone a good friend? How do we empathize with the needs of others? These are just a few of the issues that the fourth graders have been discussing while reading The Year of the Book. I chose this novel to read with the class because fourth grade can sometimes be a little tricky as students adjust to new academic and social demands. For the last few weeks, the class has talked about appropriate ways to navigate these new experiences. The main character of the novel, Anna, is conflicted about the dynamic of her friendship with Laura, but as she learns more about Laura, Anna becomes more thoughtful of Laura's needs. As a class, we've used words like *empathy* and *kind* to highlight qualities of a good friend.

While it is my hope that the novels we read this year will foster reading and writing skills, I am also hoping that novels like The Year of the Book — novels with tangible and relatable characters and plots — will help students develop their own empathy and kindness towards others. When there is a sense of community within a class, there is a greater opportunity for each person to grow academically, socially, and personally.

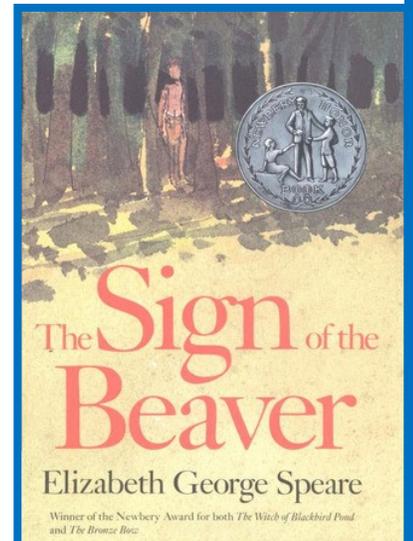


Grades 5 - Language Arts

By: **Phil D'Anna** (Language Arts Teacher, Grades 4-6, Dean)

Matt and Attean are two boys from very different cultures. Matt, a white settler from Massachusetts, has moved to the developing Maine territory. Attean, a member of the Beaver Tribe, has inhabited those lands for many years along with his family members. These two boys, despite their very different upbringing, have been bound by a treaty whereby Matt will teach Attean to read and write while Attean teaches Matt survival skills essential to the success of his family's land. What neither boy realizes, though, is that they are learning much more than they expected. It initially would seem that Matt and Attean have nothing in common, but as days turn to weeks the boys develop a mutual respect and humble admiration for the other's way of life.

The novel The Sign of the Beaver is the first novel that the fifth grade is reading as a class. Paralleling the social studies curriculum with an investigation of the lives of native settlers, the fifth grade is discovering that even people from vastly different backgrounds can bond over commonalities. As the class watches Matt and Attean's relationship develop, they discuss the importance of respect, the benefits of friendships, and the necessity for responsibility in our everyday lives. With character building and critical thinking at the forefront of our curriculum, the students have already begun to take note of these elements of Matt and Attean's friendship. It is the goal that throughout the year the students will apply these praiseworthy behaviors to their own interpersonal dealings.

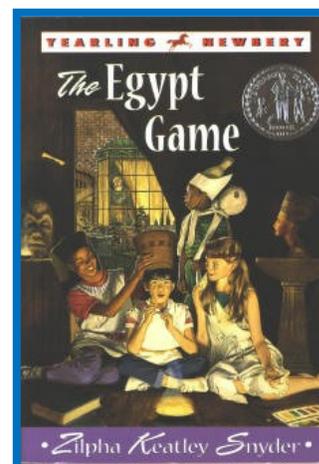




Grades 6 - Language Arts

By: [Phil D'Anna](#) (Language Arts Teacher, Grades 4-6, Dean)

The sixth grade has just completed its first novel, The Egypt Game, by Zilpha Keatley Snyder. While reading this novel as a class, the students were also charged with the responsibility of choosing a second novel by Snyder to read on their own. Many students raved about how intriguing their chosen novel was or asked me if there were more books connected to their story. By the end of the unit, all of the students had found a book that could appreciate reading because it was a book they chose on their own. As we read across the genres, my hope this year is that the sixth graders will find their own passion for reading. It may be mysteries, science fiction, realistic fiction, or even graphic novels. Regardless of the style they connect with, I hope that they'll connect.



In conjunction with reading such a variety of literature, the sixth graders and I have also been talking about how we communicate our ideas thoughtfully and intelligibly. I was asked this week if there would be a quiz about the writing topic we're focusing on (using possessive nouns). While it's true that there will be a quiz, I reminded the class that we don't learn to write for the sake of passing exams — we study writing so that we can learn to communicate our thoughts and ideas effectively. This year, students are going to develop strong writing habits so that they can convey their own thoughts masterfully.

Grades 7 - Science

By: [Lou Albano](#) (Science Teacher)

The seventh graders revisited an area of life science that is somewhat familiar to them: The Cell. The historical evolution of the cell, both plant and animal types, were investigated through the information gathered from several scientists over the last 350 years. Robert Hooke, Matthias Schleiden, Theodor Schwann, as well as, Rudolf Virchow's contributions to the discovery of the cell and Cell Theory were discussed.

In addition to understanding the similarities and differences between plant and animal cell, students were assigned a project to make a model of the cell. Small to large, simple to complex, all of the students in seventh grade created fantastic representation of a cell.



Grades 8 - Science

By: [John Hale](#) (Science Teacher)

The Physical Science students spent the last 2 weeks wrapping up their research into the periodic table and chemical reactions. Using the patterns in the periodic table, they were able to understand how the oxidation numbers and valence number work with chemical reactions. They have started to work on chemical reactions and the different types and factors that affect the rate of reaction. Helping to solidify their understanding of chemical reactions, they conducted chemical experiments with acids and bases and are in the middle of an experiment on how to best clean money with household chemicals.





Grades 9 - Modern European History

By: [Richard Kruczek](#) (History Teacher)

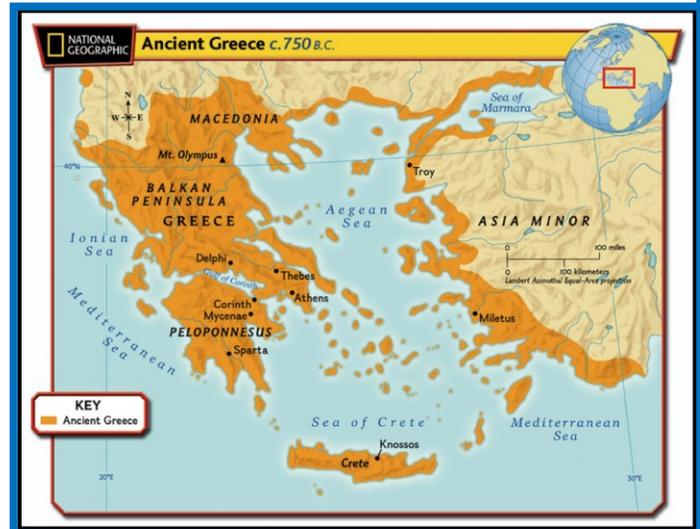
The 10th grade is currently studying how the Spanish Empire rose and fell under Philip II. For all that Spain took from the Americas and built an empire from, it's amazing that a few fired up Englishmen could counter it. When the Armada was destroyed by the British, it signaled a downfall that took 250 years. The students are astounded by the battles that sunk the Armada. When injustice is thwarted, it always crosses generations. Rule, Britannia.



Grades 10 - Ancient and Medieval History

By: [Richard Kruczek](#) (History Teacher)

We have wrapped up Mesopotamia, and are now onto the rise of Greece. The point that seems to be sticking most is how all of the ancient civilizations "between the rivers" connected to Greece. This, in turn, set in motion the process that led to their sitting in their class, today. They get it, are engaged and are an absolute joy to teach every day.



Grades 11 and 12 - World Languages - Spanish IV/AP

By: [Agustín Melara](#) (Chair, World Languages Department)

Students in Spanish IV/AP are approaching the end of Carlos Fuentes' riveting novella, *Aura*. The beauty and horror in *Aura* captivates the reader as Felipe Montero, a young scholar desperate to improve his financial situation, takes residence at in the house of an aged widow who wants him to finish her deceased husband's memoirs. Once inside the house, Felipe finds himself helplessly spellbound by the strikingly-beautiful niece, Aura, who is an ethereal extension of the widow.

This week we also analyzed the importance of *El Día de Los Muertos* (Day of the Dead). The tradition of honoring the dead can be traced back to pre-Columbian civilizations (some 3,000 years before the arrival of Europeans in Mesoamerica). We compared, from a cultural perspective, how this holiday is celebrated in Mexico, Central America, and parts of South America but not as much in the United States. Perhaps Nobel Laureate Octavio Paz sums it up best: "The word 'death' is not pronounced in New York, in Paris, in London, because it burns the lips. The Mexican, in contrast, is familiar with death, jokes about it, caresses it; it is one of his favorite toys and most steadfast love."



Grades 11 and 12 - World Languages - French Literature AP

By: [Richard Marotta](#) (Chair, World Languages Department)

This quarter in AP French has been a very productive one. We have completed reading (in French) Gide's *La Symphonie pastorale* and Camus' *L'étranger*. Now we have begun Kamel Daoud's *Mersault contre-enquête*. For each of these books we have examined the context, the philosophy and the language used by the writer to create an extraordinary literary work.

The ideas behind reading *Mersault contre-enquête* stems from the Daoud's use of the *L'étranger* as the basis of his novel. He essentially writes his book seventy years after Camus's work as a continuation from the opposite point of view. Daoud's main character is the brother of the murder victim in Camus's, who now tells the story from his point of view. This gives our students an opportunity to understand how one literary work can comment and redefine another. For each of the books, students write papers in French, of course, as a way of explaining their ideas and responses to the text.

Garden Halloween and the Jackson Heights Halloween Parade 2017

Thank you to all those students, families, alums and friends who joined us at the JH Halloween Parade! What a great crowd! Same time next year!

