



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XII

"Cultivating Success in Every Child"

Friday, December 8, 2017

Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



Garden School hosted a meeting last night with eighth graders and their families to talk about the Garden High School and all of the benefits of attending a smaller high school because of the small classes, the personal student attention that this allows, and the many opportunities afforded students to round out their excellent education. Much of last night's presentation was given by current high school students, who shared and answered questions about their experiences here at Garden.

At one point in the discussion, a parent asked about how the school encouraged and engaged shy students to participate in the extracurricular activities offered at school. Of course, administrators talked about reaching out to students and supporting them to join a club or a team. Then, something remarkable happened. One of the student seniors on the panel said that she felt that it was her duty to talk with younger students and encourage them to join in activities and to take advantage of the opportunities offered by a small school. And then, a younger student said that that was exactly how she was encouraged to join the basketball team and, in fact, it was that very senior on the panel who had encouraged her!

As a head of school listening to this discussion, I resolved to say nothing further, since what was said by the students captured the family spirit and feeling of our school far more eloquently. But, I was so moved by this exchange, that I couldn't stop thinking about what had taken place. This is exactly what any teacher, administrator, or parent hopes for in a school. This unscripted interchange reflects our school's philosophy and mission in the most important way: students helping, essentially *mentoring*, other students by reaching out and encouraging them to overcome their uncertainties, to get involved in school activities, to go on overnight trips, to take on community projects as part of a school club, to register for an AP class, and perhaps to try on leadership opportunities.

As Garden School educators, we know students are the heart of the school, and we know that it is the strength of Garden's community which supports these critical educational partnerships. Last night's meeting made the powerful benefits of Garden's smaller environment so real to me and to everyone present. It is Garden's community spirit that "fosters the self-worth necessary to succeed", that encourages students, and indeed all of us, to try harder, to try new things, and to try again when necessary.

In a larger school community, these developmental opportunities for personal growth are sometimes out of reach of even the most active students simply because of the student numbers involved. And, despite all of the planning, the curriculum development, the long range strategic thinking that we do to ensure the success and sustainability of Garden School, we sometimes need reminding that it is the impact that all of this has on the students that is the true measure of success for a school. Teaching means nothing without ensuring student learning; strategy accomplishes nothing without implementation; causes have no meaning without active participation. Last night's student discussion affirms everything I believe, hope, and know to be true about Garden. We are a family. And, this family is our strength.

Richard Marotta, Ph.D.
Headmaster



DATES TO REMEMBER:

- **Friday, December 22 : Noon Dismissal**
Lower Division Show at 10AM
Upper Division Winter Trip
Faculty Gathering: 1-4PM
- **Monday, Dec. 25 - Friday, Jan. 5 : School Closed for Winter Break**
- **Monday, Jan. 8 : Classes resume**

Candy Cane Sale

Wednesday, December 13th

Support the Yearbook Club!

Celebrate the Holidays by buying yourself a sweet treat, or gift someone a deluxe bag to show how much you love them!



Candy Cane Sale

ORDER FORM

Item	Price	How Many
Large Peppermint Candy Canes	2 for \$1	_____
Rainbow Twisty Lollipops	2 for \$1	_____
Fruity Hard Candy Sticks	2 for \$1	_____
Plush Polar Bears with Candy Canes	\$3	_____
Deluxe Bag	\$3	_____
❖ 2 Candy Canes		
❖ 2 Lollipops		
❖ 2 Candy Sticks		

Total \$ Enclosed _____

Name (who the candy is being delivered to): _____

Grade: _____

From (if the recipient is different from the sender) :



**In the Spirit of peace and joy
this holiday season, all family and
friends are invited to**

Groovy Garden Winter Show

On

Friday, December 22nd at 10 AM

Performed by the Lower Division

In the

Garden School Gym

All are invited.

Best wishes for a happy holiday

and a magnificent New Year!



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

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.

To create a business or personal advertisement, use the link below to order directly from Josten's online or fill out the order form below.

<http://www.jostens.com/apps/store/customer/1054215/Garden-School/>

ADS & DEDICATIONS ORDER FORM

- | <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 |
| <input type="checkbox"/> Personal Dedication | |
| <input type="checkbox"/> 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!



Pre-K For All Fine Arts

By: [\(Jessica Caicedo-Marino, PKFA Teacher\)](#)

For the month of December, the unit of study is *Where We Live*. The children are learning about their communities, their environment, and the many different types of homes that people live in. They are encouraged to discuss which type of home they live in such as a house or an apartment building. They used this information to make comparisons of the similarities and differences between these two types of homes. The children drew pictures of their homes and were encouraged to label different parts of their homes such as door, window, roof, stairs with the help of picture cards.



Nursery Math

By: [\(Carmela Augello-Knopf \(Nursery Head Teacher\)\)](#)

We are “cocoa” for math in Nursery! We enjoyed some math activities this week. We colored cocoa mugs, counted the number of members of our family and represented them with marshmallows. These beautiful mugs are now being used to decorate our classroom bulletin board.

We also sang some number songs such as *5 Little Ducks* and *10 Monkeys Jumping on the Bed* on our smart board. As a reinforcement, we identified and reviewed our shapes and colors using a key box to color a train. Math is all around us so try to reinforce their developing observation and number skills by looking for colors, shapes and numbers with your children during your daily routine!



Pre-K Math

By: [\(Eileen Reyes \(Early Childhood Department, Chair\)\)](#)

Sorting and classifying objects helps children notice how items are alike and different, and creates an awareness that is important for math learning. Sorting by characteristics such as color, size, shape, texture, and sound is what has been happening in the Pre-K math center. Getting practice with sorting at an early age is important for numerical concepts and grouping numbers and sets when they're older.

After having experienced matching concrete objects, the students were then ready to begin matching pictures that have the same characteristics. As these matching skills are mastered, the students then naturally begin to explore their environment and notice how things are alike and how they are different. We have been making a point to pay attention to how things are alike and different as we go about our daily routine. This type of thinking starts them on the path of applying logical thinking to objects, mathematical concepts, and everyday life in general. Books read: *Sort It Out!* By Barbara Mariconda, *Sorting* by Henry Arthur Pluckrose, *Sorting at the Market* by Tracy Steffora, and *The Button Box* by Margarete S. Reid.





Kindergarten - Math

By: [Lauren Yandow](#) (Kindergarten Teacher)

This week in Kindergarten, students have been introduced to a new math tool: ten frames! We began our week by learning numbers 11 and 12. Students learned how to use a ten frame both on the Smartboard and with physical ten frame trays and chips in order to show these quantities. A ten frame has only 10 squares, therefore showing numbers larger than 10 required placing a chip outside of the tray. We practiced doing this with numbers 11 and 12 as well as even larger numbers as a challenge. Students were also challenged to show numbers smaller than 10, which involved taking chips out of the ten frames.

Ten frames were also utilized to compare two different numbers. Through this learning experience, students were exposed to some new math terms in order to compare two ten frames: greater than, and less than. Students have already learned terms such as equal to, fewer, and more, so this lesson really helped to further their understanding of these concepts. We worked as a whole group to create math sentences that made sense using two ten frames on the Smartboard. For example, 12 is greater than 4, 9 is less than 11, or 5 is equal to 5. Then, students also had the opportunity to work with a partner to complete a math sentence. The first partner had to show a given number with their ten frame and the second partner had to fill their ten frame with a number of their choice, and together they had to share a correct math sentence with the class about their two ten frames. This called for a lot of teamwork, creativity, and problem solving!



This was a great activity for the students to engage in because it allowed them to conceptualize these quantities in a different way rather than simply grouping a number objects. The ten frames also allowed us to easily compare two numbers and visualize these differences. We look forward to learning about numbers larger 12 next week!

Grades 1 - Language Arts

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

Learning should be fun. Community language learning provides students with stimulating opportunities for learning and language skill development. This week, the first graders and our international high school students teamed up for a learning experience at the local supermarket.

The first graders assisted the high school students in completing a scavenger hunt. Their mission was to investigate foods, research healthy alternatives to junk food and find products for a project. The students could be found in the market aisles conversing in dual languages, and taking pictures of foods they like or have never tried. They younger students helped locate items and older students recorded nutrition facts to compare. Students were paired to exercise strengths and weaknesses in both classes.



Bringing together native English speakers and various levels of language proficiency to engage in conversation gives a platform to practice newly acquired linguistic skills. The first graders especially enjoyed using Mandarin they have learned, and the one to one attention they received from their older buddy. The trip allowed for students to enhance cooperative learning, share knowledge, and complete tasks. The older students experienced pride in their ability to be responsible and helpful. The next day both classes rejoined to make a healthy snack together with the purchased products. It was a fun learning and teaching experience for all. Thank you to Mr. Roselli and his students!



***Garden School's First Grade and the International Students
Take a Trip to the Store for a Healthy Snack!***



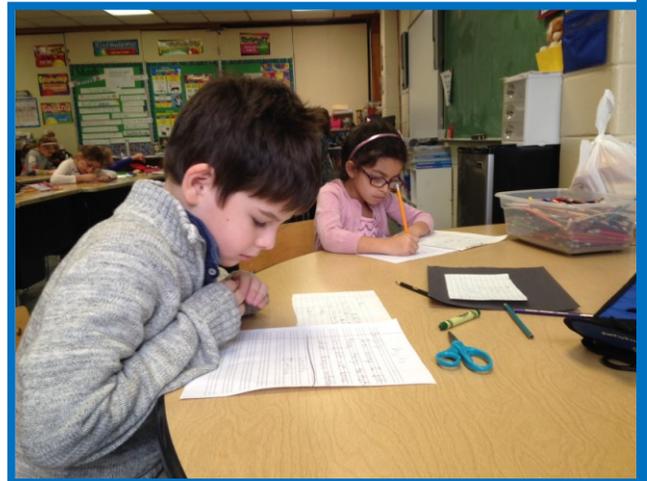
Grades 2 - Language Arts

By: [Paula James](#) (Second Grade Teacher)

The second grade students have been busy building their grammar skills in Language Arts. They have been practicing and playing games as they identify parts of speech. Our focus has been on irregular plural and possessive nouns.

In reading, the students have finished reading a story called Molly's Pilgrim. The main character, Molly, is a young girl from Russia that moves to America. She has a difficult time adjusting to life in America and making friends. The antagonist is a classmate named Elizabeth, who teases Molly and encourages others to do the same. In the end, the Elizabeth learns an important lesson about kindness and appreciating someone with a different religion and culture.

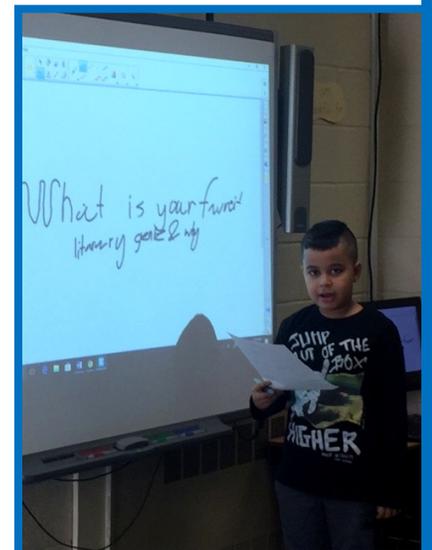
This story is relevant to our conversations about character development, and helps students understand and appreciate diverse cultures. In an effort to practice writing letters for a variety of purposes, which we will do throughout the year, the students were asked to put themselves in the antagonist's shoes and write an apology letter to the main character. They came up with many different ideas and composed letters that were thoughtful and sincere. They came up with many different ideas and composed letters that were thoughtful and sincere. Letter writing is part of the curriculum because it provides opportunities for students to correspond successfully in different situations. They will learn correct formatting, and become aware of appropriate language to use in formal and informal communications.



Grades 3- Language Arts

By: [Rachel Vidal](#) (Third Grade Teacher)

In language arts, the third graders have been exploring the many types of literary genres. This week the children are researching literary genres at home and bringing in their findings to class. With the help from parents in navigating the Internet, children are then to take the information they find and use it for their presentation of literary genres. Deciding what information is valuable is an important skill to develop. Each child will then present their report to the class. This gives the child an opportunity to be the teacher and share with the others what they have learned. They will give some examples of the genres they have researched, and using the Internet, show the class the examples they have chosen. The children will discuss their favorite genre to read and why they enjoy it. In presenting their reports to the class, this will reinforce their own understanding of what they discovered. It is also a great confidence booster! In discussing their favorite genre, the hope is that they can identify what types of books are of interest to them. After which, the third grade will write their own story in a genre of their choice. They are encouraged to be as creative as possible while staying within the parameters of story writing. Making the connection between reading and then expressing their own creativity on paper is paramount. I look forward to hearing what they come up with!





Grade 4 - Science

By: **Marlene Dapice** (Science Department, Chair)

Students have certainly been busy in science class! They recently learned about ecosystems and the various living and nonliving things that would be found in them. To this end, each student made a diorama of an ecosystem of his/her own choosing and presented it to the class. It was a nice culmination to the life science unit just completed.

But wait...there's no rest for this ambitious class. Students have begun learning about human body systems and are engaging in various activities to gain more perspective on what is being presented in class. For the skeletal system, students worked in groups to determine which shape of bone could support the most weight. Armed with tubes in the shapes of circles, squares, and triangles, students diligently tested each by adding books to the top of each tube. The one that could support the most weight would correspond to the best shape of bone. There were some differences of opinion, but it was the circular shaped tube that edged out its competitors. When looking at a model of the skeleton, students could observe that their leg bones were indeed of that design.

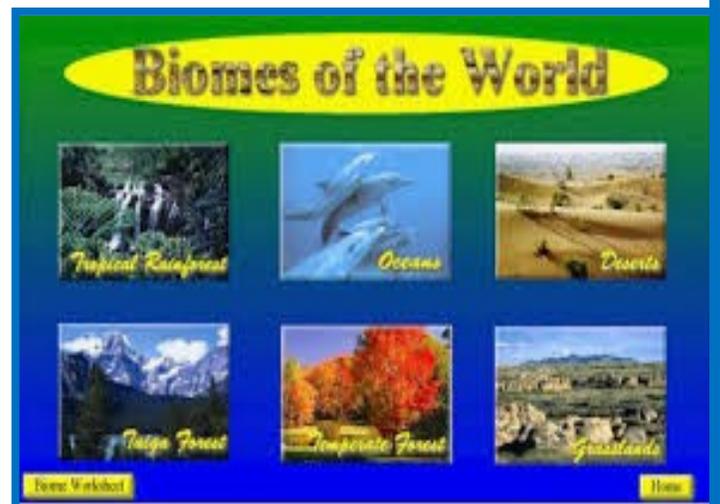
Their investigations continued when the muscular system was introduced. Each student made a model of a hand using construction paper, straws, tape, and string. The straws represented the bones, while the string represented the muscles. It was a bit challenging to thread the string through the straws, but once done, students were able to make their model hands move. It was a useful visual, which helped make the connection between bones and muscles more apparent. Our next activity will involve the respiratory system.



Grade 5 Science

By: **Lou Albano** (Science Teacher)

Our fantastic fifth graders have embraced the study of ecosystems. Students quickly recalled the 6 biomes that have been studied in their past experiences in Science classes. It was delightful to see their reactions to the various animals that live in the biomes. Whether it is a polar bear, manatee, caribou, or squirrel, their imaginations went wild! The association of the living things to the biome that they live in were discussed in detail. The association of several movies with specific biomes enhanced our discussions. Students needed to be reminded that ecosystems include living and non-living aspects of each biome. Each student developed a deeper appreciation of the array of biomes that are found in the world.





Grade 7 World Languages - Spanish

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

On Tuesday, students in seventh grade Spanish were assessed on their knowledge and comprehension of numbers 0-30, telling time, the conjugation of verbs ending in -er (e.g., *aprender*, *comprender*, *correr*, etc.), and the agreement of adjectives depending on the gender and quantity of the noun they modify. The day after the test, we began a new unit that presented the verb *Ser* (to be). This verb is one of the most important verbs seventh graders will learn in Spanish this year because it allows them to talk about a person's profession, nationality, physical description, and inherent qualities. As part of their vocabulary enrichment, students began studying professions. By combining the verb *Ser* and the vocabulary learned in this new chapter, students can successfully form sentences, such as: *mi papá es artista* (profession); *mi mamá es cubana* (nationality); *Cecilia es bonita* (physical description); *los estudiantes son responsables* (inherent quality). Soon, we will start reviewing for the Midterm Exam.

Grade 7 World Languages - Mandarin

By: [Jie \(Kelly\) Yang](#) (World Languages Faculty)

I can't tell you enough how much I enjoyed 7th grade Mandarin class! They are kind, considerate, and ready to take risks as well as not afraid of challenge. I felt it truly is a blessing to have them to work with every day.

Here is what we did in the past two months:

- 7th graders learned greeting in Chinese; Self introduction (name, age, nationality, grades, school), and they are able to write a paragraph to introduce themselves in Mandarin
- Currently we are working on family members, learning their relationships, occupations of each member
- the end of this year, 7th grade will be able to describe friends and family members' name, age, countries, nationality, physical appearance and occupation

I am happy to share with you that 7th grade students are working hard in Mandarin class!

G8 World Languages - French

By: [Gabriel Gomis](#) (French Teacher)

French 8 wrapped up the lesson on *passé composé*, French most regular past tense. The *passé composé*, being a compound tense in French, is formed with either the auxiliary verb *avoir* or *être*. Using the acronym DRMRSVANDERTRAMP, They can easily identify which auxiliary verb to use.

A week earlier, we learned the plural of the nouns. This will enable them to turn a singular noun plural with all the exceptions. Besides we also learned the irregular verbs " *vouloir*", " *pouvoir*", and " *devoir*" respectively to want, to be able to or can, and must.



Grade 9 and 10 Physical Education

By: [Michelle Ferreira](#) (Physical Education Faculty)

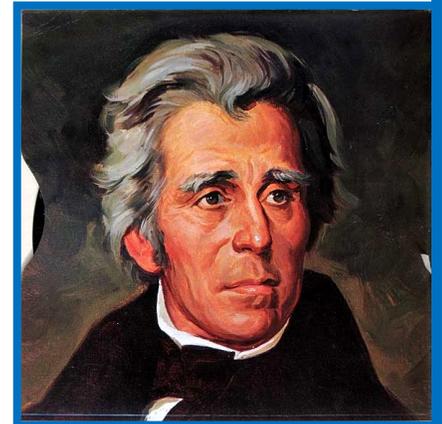
We are wrapping up the basketball unit with our final championship game this week! Also, we continue to take some of the students who want to learn and participate in yoga during class.

In yoga, we are going over some of the basic poses such as Tree Pose, Child Pose, Downward Dog, and Warrior I, II, and III. Since their class is first period, we focus on breathing in yoga and meditation, so they can relax and prepare themselves for the beginning of the day. We are incorporating yoga in the program because it helps with relieving anxiety, stress and teaches a way to relax, and it teaches stretching techniques, coordination and balance. Next week, once we finish the basketball unit, we will begin the volleyball unit and continue yoga too.

Grade 11 - AP United States History

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

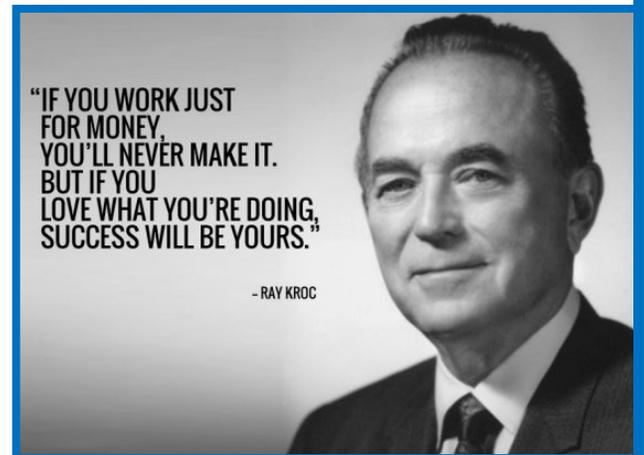
The AP students have just finished the Age of Jackson. What stood out most to them was the incredible amount of contradiction that came from the Executive branch in Andrew Jackson's two terms. When Jackson wanted to support states' rights, particularly if it involved having a go at his political enemies, he did so. When he wanted to keep the Union from splitting apart, he supported the federal government's right to assert itself. In total, his policy was, simply, him. The more things change....



Grade 12 History - Economics

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

The students have just finished their study of prominent market structures, namely Monopoly, Oligopoly, Monopolistic Competition and Perfect Competition. To this end, they just completed a group paper/presentation on the great monopolists: Cornelius Vanderbilt, John D. Rockefeller, Andrew Carnegie and.... Ray Kroc? Yes, the man who put McDonald's and fast food, in general, on the map and into our lives. No matter the era, or the good sold, from steel to Happy Meals, a monopoly is a monopoly. How they were created, the wealth amassed from those efforts and the societal effects of the creation of said monopolies are absolutely fascinating to study. The presentations were fascinating, as well.





Grade 11-12 Science - Bioethics

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

Our approach in Bioethics is to discuss topics through the evaluation of a variety of case studies associated with the topic. The current topic is mental disorders. Students were exposed several topics that play a role in mental health. They were introduced to several case studies on these topics and each student had a profound difference on how to handle these case studies. One question that was part of our discussions was, "Should people that have mental disorders be institutionalized or treated on an out-patient basis?" Clearly, there is no correct choice as made evident by the student's response to this question. The severity of the mental disorder played a key role in the student's opinions. Students appreciated the discussion of the case studies and how society deals with patients with mental disorders.

