

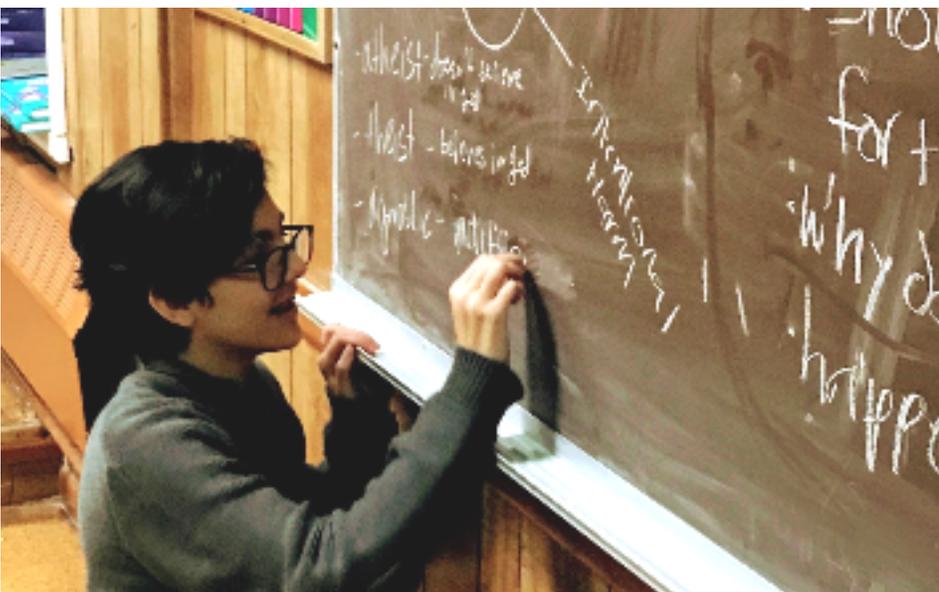


## Thoughts for the Week

By [Richard Marotta](#), Ph.D., Headmaster



The idea of partnership has deep roots within the independent school tradition, originating in the establishment of many of our schools as a result of a teacher, a founder, or parent consensus. From the beginning of the independent school world, one of the driving forces of creating an independent school originated in the understanding and the agreement that schools and families formed a close and binding relationship based on common interest, a shared educational philosophy, and a sense of mutual trust. All independent schools need to establish a partnership with families so that the educational development of their children derives from a unified approach reflecting



the values of the family and the mission of the school. For the educational process to be successful there needs to be a correspondence between what families want and need and what the school provides and sustains. This relationship depends on the embracing of the school's mission by the family, and by the school's embracing of the family as a partner in this process.

We see this mutuality on a daily basis. Coming to school on time demonstrates an understanding of the importance of schedule; following policies, endorsing homework, supporting trips and other events, being financial

responsible for the school's well being, assisting the PTA with all of its work — these and many more activities all demonstrate a family's willingness to partner with the school — the whole school — to advance the educational environment of their children.

The school has its responsibilities as well. For the educational environment to fulfill the mission, the school needs to provide the best curriculum and teaching possible; it needs to understand the family and the children in profound ways; it needs to listen to a family's concerns and be responsive in a positive and effective way; it needs to understand each child and her or his learning style; it needs to bring out the best in



teachers, administrators and trustees to ensure that all that we do is done with the highest standards of excellence.



There needs to be a mutual love and respect between the school and its families. We share together the cultivation of the children and the sustainability of the school. We are all, in a sense, trustees of the school, the children, our history and our future. No school thrives without the support of the family; no child develops without the mutual support of family and school. Together families and the school bring out the best in each other, in teachers and, most importantly in the children.

When I see how hard our families work to keep their children here, when I see how hard the PTA works for the school, when I see how diligently our teachers plan together to improve their work, when I see how generous of time and resources our trustees are, when I see administrators go above and beyond the daily routine, when I see alumni return and help the school on every level from financial to programmatic, then I know in my heart that the

partnership between families and Garden School is thriving and that our future and the future of our children embraces all that we cherish. Together we imagine and re-imagine our school and its mission everyday; together we foster and develop each child's individual identity, and together we have created what for ninety-six years, we have called the Garden Family.

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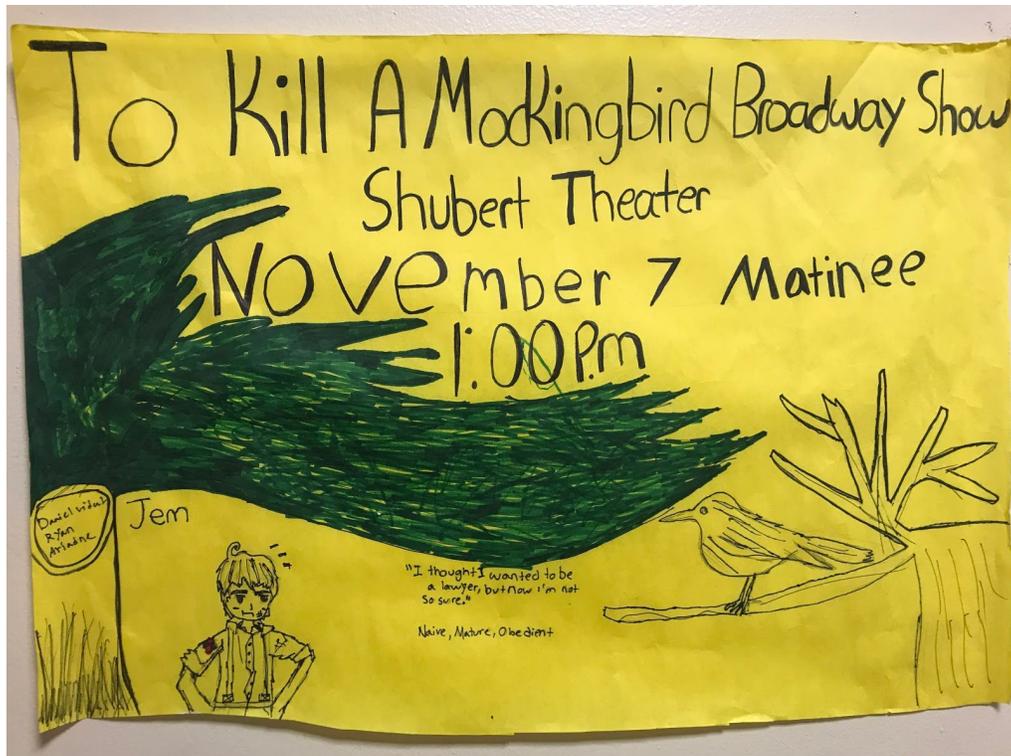
### **DATES TO REMEMBER:**



- Friday, November 9, the Tenth Graders are taking a field trip to the Met
- Wednesday, November 14: Senior Bake Sale to Raise Money for Prom
- Wednesday, November 14: [Parent/Teacher Conferences \(3 – 8 PM\)](#)
- Wednesday, November 14: Last Day to Order a Holiday Pie from the PTA
- Thursday, November 15: Thanksgiving Feast for entire school
- Thursday, Nov. 22 - Friday, Nov. 23: School Closed for Thanksgiving
- Friday, Nov. 30: Pep Rally & Senior Pasta Night
- Saturday, December 8: Merit Scholarship Exam / School Open House
- Friday, December 21: NOON Dismissal
- Monday, December 24 - Monday, January 4: Winter Break (no school)
- Monday, January 7: School Resumes



## Garden Goes to Broadway — Aaron Sorkin’s Adaptation of Harper Lee’s American Classic *To Kill A Mockingbird*

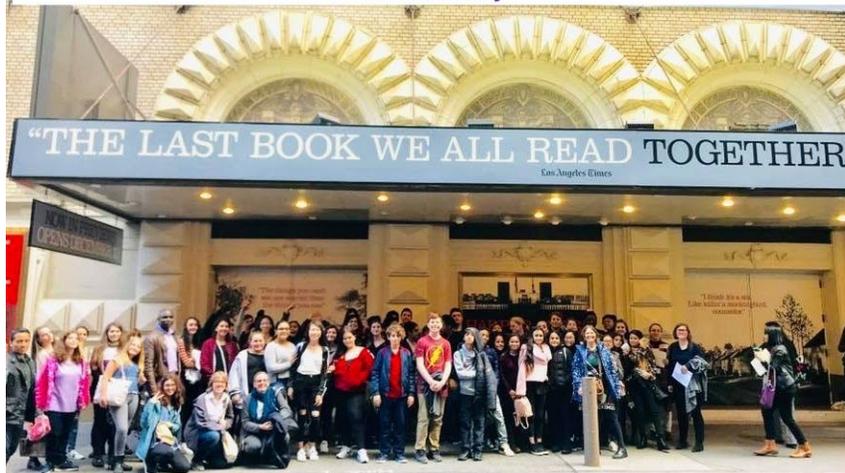


Daniel V., Ryan C., and Ariadne T. create a matinee poster for *To Kill A Mockingbird*

Is it a sin to kill a mockingbird? And who is the mockingbird? It's a question we thought about a lot in school - thinking about Harper Lee's novel *To Kill A Mockingbird* and its theme. One man of color - Tom Robinson - is accused of raping a white woman in the sleepy Alabama county of Macomb. He's innocent but no one in this racist town is willing to defend a man of color - except Mr. Atticus Finch, the small town lawyer who usually gets paid in turnips and

potatoes. He knows he is at risk to fail - and he knows the town may rise up against him - but as we learn

And this isn't even all of us! Garden Upper Division waits to attend the matinee of *To Kill A Mockingbird* on Broadway





details of the events from the voice of Scout, the story's protagonist, the bits and pieces of the story come together and we learn that those who are presumed guilty are actually innocent - and those who are innocent may dispatch their civility and cry out for justice.



**Eager Eighth Graders anticipate the opening curtain**

**Shout out to the parents who braved the E train to chaperone 116 students**





## Garden School Teacher Spotlight: Mrs. Nancy Massand

by Josefina G. (8th Grade)



This Wednesday I was given the opportunity by Mr. Roselli (ELA and Ethics Instructor) to interview Mrs. Massand, our Middle School Dean and English Language Arts teacher. I was sent to interview her with the instructions to not tell her who had sent me. Mrs. Massand has been my teacher these past two years, in Seventh and Eighth grade, so when I had the chance to get to know her a bit better, I took it. That afternoon I sat down with her in our homeroom and chatted. Here is the transcript of our conversation:

### Transcript of Mrs. Massand and Josefina's Conversation about Writing Books:

**JG:** So I'm going to ask you a few questions for the Garden School weekly Newsletter. Is that okay?

**NM:** Alright, let's do it!

**JG:** What's your name?

**NM:** You already know this but, Nancy Massand.

**JG:** When did you start writing?

**NM:** When I was six years old.

**JG:** Was there a teacher that inspired you as a write? And if so, what was their name?

**NM:** Yes, it was Mrs. Northridge, in the Tenth grade.

**JG:** How many years have you been a teacher here at Garden?

**NM:** It's been thirty three years.

*[There, all I had to think was, wow. If Ms. Massand*

*had dedicated herself to our school, she must have dedicated to her book too, and all I could think was, it must have come out as an amazing book].*

**JG:** Did an experience at Garden influence your book? If so what was it?

**NM:** No, my book came from other influences.

*[We would talk about them a bit later.]*

**JG:** How many books have you written? What are their names?

**NM:** I have written two books, *The Circle Unbroken* and *The Second Sight*.

**JG:** What are your books about?

*[Continued on next page]*



**NM:** *The Circle Unbroken* is about a teenage girl, a sixteen year old girl whose family was killed by a church bombing during the Civil Rights Movement.

*[Also, she later answered that *The Second Sight* was about “fantasies and unicorn stuff like that, and set in the Middle Ages”.]*

**JG:** Are they available for purchase?

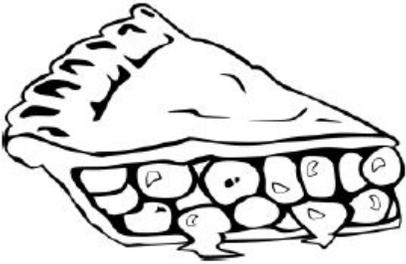
**NM:** No, the first one (*The Circle Unbroken*) just went into contract so, it might come out in a year or more. Because since it’s my first book, it might take a while to get published in print, if it even does get published in print at all. My publisher does a digital run first, and if the book sells well they do a print run. Both manuscripts are finished, though; they just need to be published. I don't have a publisher for the second one yet.

**JG:** What’s one word of advice you would give to young writers?

**NM:** Well, I would tell them to write what they know about, write what they’re passionate about. Be yourself. Express yourself and don't be a phony.

*[I am very excited to read Ms.Massand’s books and I hope others are too. I thanked Ms.Massand, and by the time I was about to leave, she figured out which teacher had sent me.]*





# Holiday Pies

***Celebrate Thanksgiving with a savory pie, so many to choose from can you decide? Order one or maybe three, the pies are yours for a small fee! Please support our school, your generosity is greatly appreciated. Please return NO LATER than Wednesday, November 14th . Pies will be delivered on Tuesday, November 20th and will be sent home with students.***

***Student Name and Grade Level*** \_\_\_\_\_

QTY	Pie	Price	Total
	Apple	\$10.00	
	Apple-No sugar	\$10.00	
	Pumpkin	\$10.00	
	Sweet Potato	\$10.00	
	Apple Crumb	\$12.00	
	Pecan	\$12.00	
	Coconut	\$12.00	

Grand Total \_\_\_\_\_

Cash/Checks accepted. Please make Checks Payable to: Garden PTA

Thank You!!!!

***Supporting the PTA ensures that we can continue to support our school, offer events, and introduce new and exciting activities.***

***Orders must be made by Wednesday, November 14th.***

***Pies will be sent home with students on Tuesday, November 20th.***

***\*\*Please Note: If pies are ordered from people that do not attend Garden, please include their orders on YOUR form.***



## **Garden Academic Pages:**

***Read about what teachers and students are doing in their classrooms together.***

### ***Pre-K for All - Keeping Our Bodies Healthy - Nutrition Unit for Science***

**By: [Jessica Rodriguez](#) (PKFA Faculty)**



This month we started our new thematic unit on Nutrition. The students will learn about the different ways they can keep their bodies healthy. Not only will we discuss eating healthy foods and the nutrients that make up healthy foods, but we will also discuss other ways that we can keep our bodies strong, happy, and healthy. The students will learn about exercise and staying clean.

One way they learned this week about staying clean was by conducting a science experiment on how germs can spread. We read the book *Germs Are Not for Sharing* by Elizabeth Verdick. The students observed how germs are spread by shaking hands. We used glitter to represent germs. During this experiment they were surprised how quickly germs can spread if we don't clean our hands.

### ***Nursery - Healthy Eating Vocabulary in Mandarin Class - World Languages***

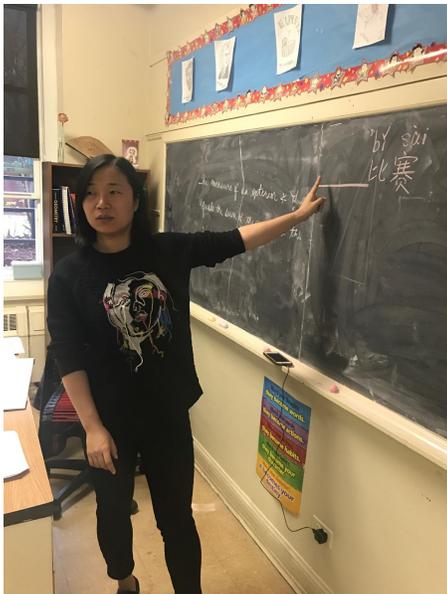
**By: [Kelly Yang](#) (World Languages Faculty)**

In our early childhood Mandarin classes, the Nursery children are learning varieties of different fruits in the produce section of the grocery store. The students are learning how to say apple (苹果), banana (香蕉), orange (橙子), and blueberry (蓝莓). I think it is important for the students to associate the word for colors they have already learned with these new vocabulary words. It is so much fun to have the kids count the number of fruit on the SmartBoard and then they identify the colors.



## **Pre-Kindergarten - Where do you like to go? - World Languages**

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



The Pre-K and Kindergarten students are beginning to learn how to say coffee shop (咖啡店), school (学校), park (公园), and beach (海滩). The students now can express in Mandarin where they go with their parents and friends for fun and shopping. I am so impressed by this class's ability to pronounce our new Mandarin words. Learning a new language at the early stage of a child's development is so crucial in creating bilingual or trilingual classrooms. I encourage you to ask your children to tell you the new words they learned.

## **First Grade - Social Studies**

By: [Kristen Ahfeld](#) (First Grade Lead Teacher)



Our class is rich in world cultures. We learn about the holidays of our class and community members as they occur in a calendar year. It is important for children and adults to understand and respect one another's religions and customs in our global community. This week students in our class are celebrating Diwali the Festival of Lights. The students were excited to share their traditions with their peers. We read children's literature books about Diwali and used the SmartBoard to watch 'National Geographic's Diwali- Festival of Lights.' On the world map we located India to find the origins of the festival. We thank Aadi and Ekamdeep teaching us to understand about their holiday and sharing traditional sweets. Diwali is India's biggest and most important holiday of the year it is a five day fall festival which coincide with the Hindus New Year, and both celebrate new beginnings. During the festival people decorate their homes and lights with oil lamps called diyas.



## Second Grade - Social Studies

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

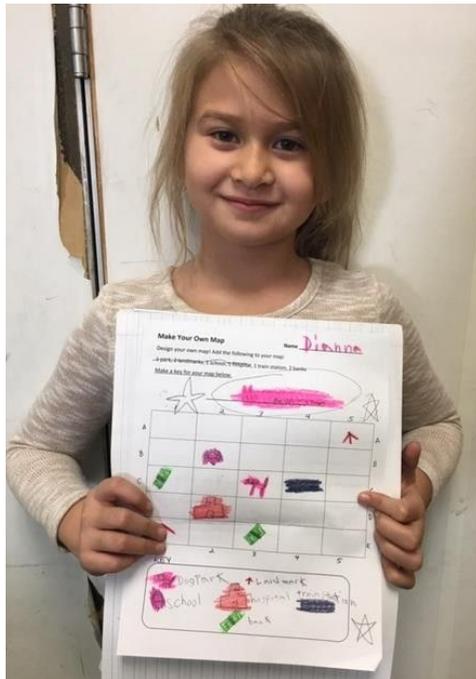
The second grade students have begun a unit on immigration and Native Americans. We began our studies talking about the first groups of European settlers that came to the east coast of North America, and the Native Americans they encountered. We discussed the benefits and drawbacks of the relationships with these newcomers. We will read a variety of texts from each group to learn about different points of view. The students will understand that both sides were curious and cautious of the other. The children shared what they already knew about the types of housing different Native Americans used in various regions of North America. We are focusing on the northeast tribes and the winter structure of the Wampanoag, the weetu. We looked at a short video on the construction of a weetu in Plymouth Plantation in Massachusetts. As the structure comes together, we will work on the outer (faux) bark, and decorate it with Native American symbols to tell a story. Our stories are based on Native American legends that have been passed down from generation to generation. Later in the unit, we will learn about the different waves of immigrants that came over through the years. At the end of the unit, students will create a family tree, and share a family tradition based on their own immigrant background. It is an exciting time to be in second grade social studies.





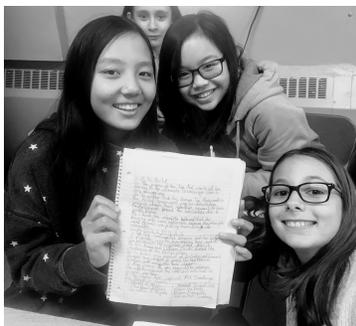
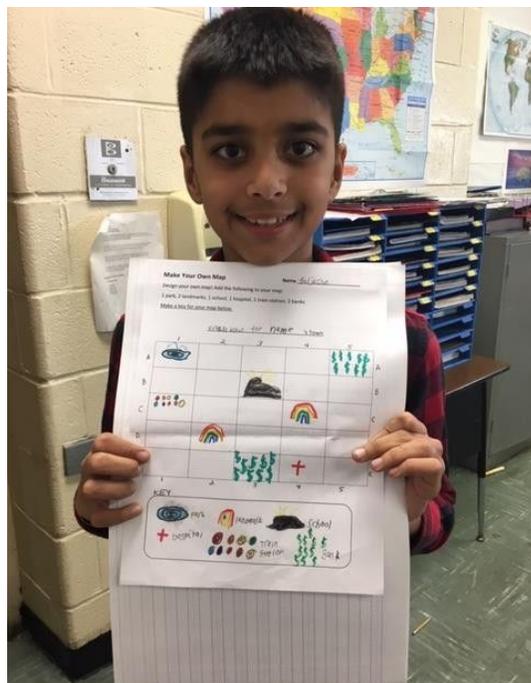
## Third Grade - Mapping Our Community! - Social Studies

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



In social studies, the Third graders have completed their first unit, Our Community. They are now beginning to look beyond their neighborhood. To do this, we have begun a study on maps. We began with local maps and have moved to state, then country, and finally the world. We have been discussing the different types of maps, such as political, physical and population maps. They have enjoyed learning about the equator, the prime meridian, and the lines of latitude and longitude. The third graders can now identify a city's absolute location using their knowledge of the lines of latitude and longitude. They have learned how to measure the distance between two

cities using a map scale. Furthermore, the children have created their own grid maps, including making their own map keys. They enjoyed creating their own landmarks for their maps. "My landmarks are just for tourists, since we have so many tourists in New York City," said one third grader. They also included banks, hospitals, parks, schools and a train station to their maps. Reading and understanding maps is an important tool for building children's spatial reasoning skills and helps them make sense of our world.



**Mrs. O'Sullivan's Seventh Grade historians take notes on the Continental Army - Look out General George Washington!**



## Fourth Grade - Physical Education

By: [Flance Dervishi and Michelle Ferreria](#) (Physical Education Faculty)



We just finished our Soccer unit and here are some pictures of the students that won the championship. We are starting now a Volleyball unit - but a modified version of it. For these grades we are playing Newcomb. It's a different version of volleyball which basically focuses on throwing and catching. They are split into teams which the first two weeks we do by explaining spiking, bumping, and serving to them but for a lot of the students it's hard for them to serve the ball from the back line and make it over the net. So, with Newcomb we have the same boundaries as volleyball but, it's just you throw the ball, but you can't pass a certain line and then you toss it over the net to the other team and they must catch the ball. If they don't and the ball hits the floor then the other team will get a point. Every student on the team must throw the ball at least twice to make it fair that everyone has a chance and then we challenge them by saying they only have ten seconds to throw the ball over the net to the next team and we slowly decrease the time so that it makes it a bit harder. Also, this year if students are comfortable, they can bump or set the ball over the net and if the ball hits the ground that team will get extra points.

## Seventh and Eighth Grade - Surrealism - Fine Arts

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



The Seventh and Eighth grade are currently working on their First Point Perspective Surrealism projects. For this project students are building on the first point perspective skills that they learned last year, and being introduced to Surrealism. For inspiration students studied various Surrealist artists such as Salvador Dali, Rene Magritte, and Vladimir Kush. Next, they did a quick refresher on first point perspective so that I could assess that every student understood the concept. Students were then encouraged to try to draw their own



dreams, while keeping first point perspective in mind; the results have been fantastic thus far.

## ***Seventh Grade - I Love Rock n' Roll - Fine Arts***

**By:** [Tom Heineman](#) (Fine Arts Faculty)



Seventh Grade students recently began a new unit concerning the history of Rock and Roll from its inception. The class posited that a new art form might come about with new technology, artists, and ideas along with melding previous genres and an element of chance. The class discovered that all of these aspects were present in Ike Turner's band's 'Rocket 88,' a song often cited as the first Rock and Roll recording. Students also examined

several songs by Chuck Berry, considering their symbolism and poetry and the general depth of his artistry, and just started to discover the music of Rockabilly artist Carl Perkins, a man of humble beginnings who went on to help shape Rock and Roll.

## ***Eighth Grade - That's the Sound the Tambura's Drone - Fine Arts***

**By:** [Tom Heineman](#) (Fine Arts Faculty)

An overall goal for Eighth grade students in music is to attempt to break away from their own perspective and appreciate each culture they encounter from a new viewpoint. The traditional Classical music of India is stunning and absolutely unique; the sounds themselves, be they tablas (pairs of pitched drums) or the tambura's drone don't sound remotely like anything else in the world. The class, therefore, dived into this culture by first considering the sound of the instruments above, along with the sitar, veena, harmonium, sarod, and sarangi. They had an opportunity to hear both music from Northern India (Ravi Shankar and his daughter Anoushka) and Carnatic music from the South (as performed by S. Balachander).

Students attempted to follow the musical structures and understand the actual terminology before listening to the traditional Indian Ragas. The rich music of India was mined by admirers in the West such as the Beatles, Led Zeppelin, Miles Davis, and forward-thinking musicians such as Talvin Singh and the Tabla Beat Science collective; students tried to name the artists and determine what they had borrowed from the traditional music when listening to these artists.

## ***Ninth Grade - Making Text-to-Text Connections - English***

**By:** [Christopher Vallario](#) (English Faculty)

At the start of a new marking period, ninth graders are reading Francisco Stork's novel *Marcelo In the Real World* (2009). Stork portrays what is like inside the head of a young man with Aspergers. Students question the narration and point of view because they are literally inside Marcelo's head. While it is first-person narration, Marcelo, our journey character, shows readers how he makes decisions and moves



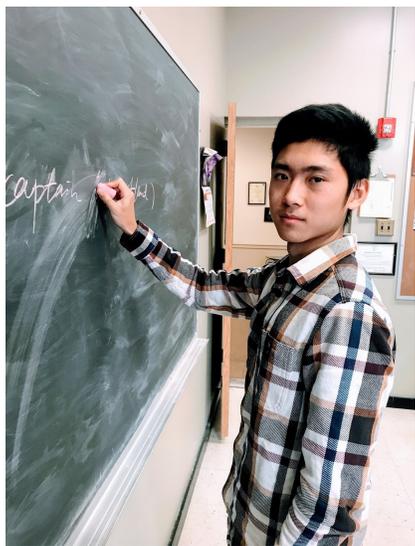
through secondary discourses like school and his new job, which uniquely provides moments of self-reflection and differentiation.

In addition to this new book, students are learning how to find credible sources in order to support research based thesis statements. We have a long way to go as “Google” and “Wikipedia” are their default. Evaluating articles from databases, websites, libraries, and publications are crucial in becoming successful academic writers and researchers. Students are learning how to integrate sources into their essays by paraphrasing, directly quoting, and most importantly giving credit to their findings.

Finally, by using more than one text to develop an analysis, students are learning how to make deeper connections and come to interesting and theoretical conclusions. At the moment they are composing an essay focusing on Sandra Cisneros’s *The House on Mango Street* and Richard Greenberg’s 1989 film *Little Monsters*. In addition, some students are choosing to use Harper Lee’s *To Kill A Mockingbird* instead of Cisneros’s work because they located an even deeper connection between Lee and the film. After school, Kalib Y. (9th grade) met with me to discuss his connection, “Boo Radley is a monster who is misunderstood just like Maurice, and it is not until we know someone that we should judge others.” Students like Kalib will continue to learn and gain the necessary skills to become successful academic writers, thinkers, and researchers.

## ***Tenth Grade - How a 90s Cult Movie Classic Ties into Shakespeare’s Macbeth - English***

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



The tenth grade remains an incredibly inquisitive class who are well able to delve deeply into texts through whole class discussions. As we finished Elie Wiesel’s *Night*, we discussed the idea of a “universe of obligation” which each person feels to their community, friends, families, etc. We talked about the role of bystanders and how Elie Wiesel was influenced by other prisoners — and ultimately not taken down by the dehumanization of the Nazis. In their papers written after we finished reading *Night*, students discussed these and other innovative ideas, including how Wiesel took on the role of a voice urging people not to be passive bystanders in the face of evil and human despair.

We briefly discussed another of the summer reading books, *Fahrenheit 451*, and the ideas it raised about censorship and over-reliance on technology — an idea that one sophomore actually mentioned as an example of dehumanization in her paper [that student’s paper] on *Night*.

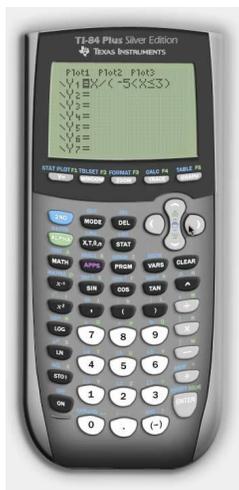
Last week, in honor of Halloween, students learned about horror tropes and watched the ‘90s cult classic *Hocus Pocus*, which focuses on a group of three witches — the perfect tie in to the students beginning to read *Macbeth*, which opens with (and focuses on) a group of three witches as well. As we’ve continued reading through *Macbeth*, we’ve discussed the formation and weakening of royal dynasties in medieval Europe and have begun exploring the depth of the character Banquo’s jealousy. I am looking forward to seeing the



students tackle these and other ideas in our class discussions, activities, and projects and their creative and analytical writing.

## ***Eleventh Grade - All About the Asymptote - Precalculus***

By: [Lauren Little and Sonia Ambarson](#) (Math Faculty)



### ***Piecewise Functions***

#### **Example 2**

$$f(x) = \begin{cases} x, & -5 < x \leq 3 \\ 3, & 3 < x \leq 7 \\ -2x + 17, & x > 7 \end{cases}$$

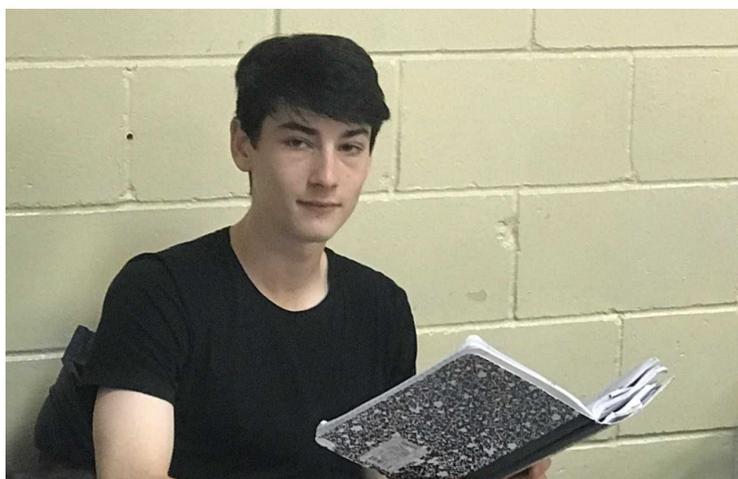
In our honors precalculus course, the students have been hard at work studying the behavior and characteristics of certain types of functions. They began the unit studying quadratic functions, then polynomial functions, now they have begun to study rational functions. Rational functions differ from quadratic functions in that they are not continuous, which makes studying them interesting. Rational functions have what are called asymptotes, a line or curve that approaches a given

curve arbitrarily closely. They have vertical asymptotes, horizontal asymptotes, even slant asymptotes. So the students have a lot to learn when it comes to rational functions, but they are up to the challenge.

The Eleventh graders in our second period Precalculus class are also working with functions and the four ways to represent a function, concentrating on graphing functions. They will begin to incorporate graphing calculators to see their more complex functions expressed visually, rather than manually making a table of values and plotting individual points. The next step is to combine and/or compose functions. These functions model real world situations, specifically in relation to particular variable  $t$  for time,  $d$  for distance,  $V$  for volume and so on. Engineers use these functions in their professional work. I look forward to introducing students to the next level - trigonometric functions and graphs.

## ***Twelfth Grade - Applying Derivatives - AP Calculus***

By: [Lauren Little](#) (Math Faculty)



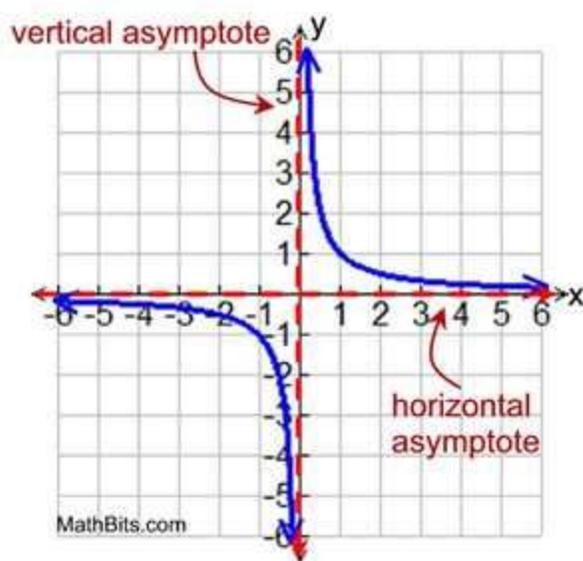
In our Advanced Placement Calculus course, students face a daunting challenge - the AP exam. One main mathematical concept in calculus is the derivative. According to Albert W. (11th Grade) this is important work because finding derivatives is pretty much pure mathematic - the same kind of Math you will find used by Aerodynamic Engineers. Mathematicians use derivatives to study rates of change whether it be a function or even an object



moving, like the rate at which a balloon is inflating. Students have worked hard to master finding derivatives of functions. This week, I'm excited that we've begun to apply this hard work to study characteristics of functions, such as where they're increasing, do they have local maximums or minimums? I noticed the kids had worked so hard learning how to determine the derivative of a function, when it came time to apply what they had learned all of us were thrilled that the next step of applying the derivatives had become much easier.

## ***Twelfth Grade - Do you know your vertical asymptote from your horizontal asymptote? - Precalculus***

By: [Lauren Little](#) (Math Faculty)



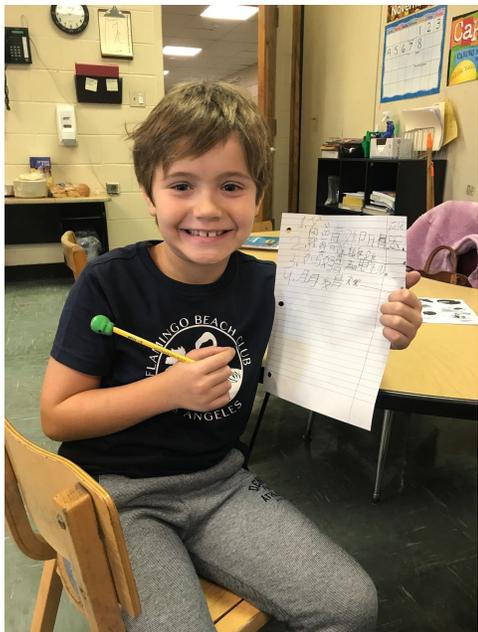
In our precalculus course, the students have been studying the many characteristics of functions. They recently wrapped up the study of how the graphs of functions can be transformed. Functions can be translated vertically or horizontally, reflected over the x or y axis, and stretched or shrunk vertically or horizontally without really changing much about them. The students can now tell just by looking at the functions which one of these things is happening. Now the students are studying how functions can be combined. What happens when two functions are added, subtracted, multiplied, or divided? Well, as the students learned this week, performing these operations on functions is very similar to performing these operations on numbers.

## ***Twelfth Grade - Adding Pizzazz to Web Pages - Introduction to Computer Science***

By: [Sonia Ambarsom](#) (Math Faculty)

In our Twelfth Grade elective, Introduction to Computer Programming, students were working diligently with HTML during the first quarter. The Hyper Text Markup Language is the basic standard for creating Web pages. Now the students have started learning JavaScript, which is an easy-to-learn programming language that can add pizzazz to their web pages and make them more useful for both the creator and the user. JavaScript is a precursor to Java, the language used in the real-world programming. Concepts in JavaScript are learned so as to create a basis for further development and understanding of more intricate languages such as Python and Java which will be studied in the third and fourth fourth quarters.





**Special Second Grade Mandarin Class Dispatch:** George reads aloud sentences in Ms. Yang's Mandarin class about what his family enjoys doing in and outside the house. The students wrote their sentences in Mandarin and then shared their stories with others. George was very excited to share!

## ***Garden School Writing Center***

**By: [Christopher Vallario](#) (English Faculty)**



The Writing Center meets in room 23 on Tuesday afternoons. All students from the upper division are welcome to come by to work one-on-one with a writing consultant. We acknowledge and embrace students at ALL stages of the writing process, which means students can enter with or without a draft. Some students need help starting their papers, while others need help finalizing it. Our major goal is to provide students with the necessary skills and confidence to complete tasks that may have once frustrated them on their own. Our writing center is a place where all our students' identities and voices are heard. We also can help with personal statements as well as speeches.

Our student writing consultants include: Dylan T. (12), Matthew V. (12), Patrick Z. (12), Leah G. (12), and Aviva A. (12).



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OF GARDEN SCHOOL

DYLAN TSE  
EDITOR-IN-CHIEF

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Parent's Name: \_\_\_\_\_

Parent's E-Mail: \_\_\_\_\_

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  - Color Autograph Section
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• 1/8 Page	\$40 (business card size)
• 1/4 Page	\$70
• 1/2 Page	\$120
• 1 Full Page	\$225
• Personal Dedication	
• Business Ad	

Name or Business: \_\_\_\_\_

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

All Dedication related text and or images should be sent to [keyclubsoda@gmail.com](mailto:keyclubsoda@gmail.com)  
The deadline is February 1, 2019