



Thoughts for the Week

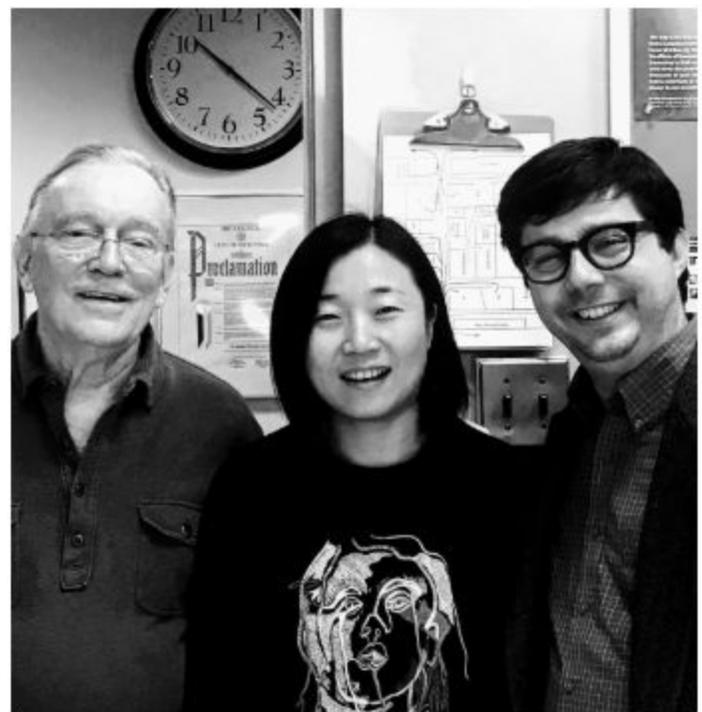
By [Richard Marotta](#), Ph.D., Headmaster



Throughout this week, students have been answering questions about what they are thankful for as a way of reflecting on Thanksgiving. As we prepare for our upcoming Thanksgiving break, I once again began thinking about the idea of being grateful and thankful for what I have in life. As Head of School, I am very thankful for having the opportunity to lead Garden for twenty-eight years. I am thankful for all of the families,

parents and children, whom I have known and who have enriched my life in so many ways. I am grateful for being able to work with teachers, trustees, administrators and volunteers who have devoted their lives to working with and for children.

Reflecting on this has brought me to a powerful moment of recognition that being here in a school filled with wonderful students, parents, and teachers has brought me such joy and fulfillment that I wish that everyone can come to work knowing that something wonderful will happen: a student will grasp an idea or solve a problem; a teacher will have a moment of success with a class; members of the community will reach out and help others. Every day, I am with students and have the pleasure of exploring ideas, close reading of literature, and exploring relevant social issues with them: learning and teaching in equal amounts. I experience this on a daily basis which makes me thankful that I am here, not doing a job, but living a vocation.



Mr. Grusky, Ms. Yang, and Mr. Roselli pose for a group picture in between classes.



Carter in Nursery looks at the illustrations of his favorite book

DATES TO REMEMBER:

Thursday, Nov. 22 - Friday, Nov. 23: [School Closed for Thanksgiving](#)

Friday, Nov. 30: Pep Rally & Senior Pasta Night

Monday, December 3 - Wednesday, December 5: PTA Holiday Boutique

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 School Teacher Spotlight: Ms. Michelle Ferreira

by Josefina G. (8th Grade)



Ms. Ferreira is Garden School's gym teacher but is that really all she is? No, Ms. Ferreira is not just a Physical Education Instructor in our small community that is Garden School; she is also a marathon runner. She is part of a running group called "The Harlem Run" through which she has run three marathons. She doesn't plan on stopping anytime soon, and she's still going strong.

Here's the transcript of Ms. Ferreira and Josefina's Conversation about "Life on the Run":



Ms. Ferreira and Josefina talk about Marathon running

JG: How long have you been at Garden School?

MF: This will be year number two.

JG: I heard you are a marathon runner. Can you tell us how you got started as a marathon runner?

MF: The first time I had the idea of becoming a marathon runner was in my Senior year of high school. It became a goal that I wanted to reach. I had done track, and I felt that this was something I needed to do. I had no idea how I would do it at that moment but I knew I would. I reached that goal and my first marathon was in 2017.

JG: What was your first marathon?

MF: [It was the] NYC Marathon [in] 2017.

JG: How many marathons have you done?

MF: I've done three now: NYC 2017, Chicago 2018, and NYC 2018.

JG: What was your most recent marathon? How did it feel to reach the finish line?

MF: My most recent marathon was the 2018 NYC Marathon on November 4th. It was extremely relieving to reach the finish line; it was a very hard race because I hurt myself during the duration of the run. A marathon is 26.2 miles long and I had been even with this German man who was right in front of me. The man just fell down out of the blue and I tripped over him and also fell. After helping him up I continued. Later, at that same mile fifteen mark, crossing the 59th Street Bridge, I started getting a pain in my leg. I kept running until I reached the medical station at Mile Twenty. They gave me biofreeze, a sort of *Icy Hot* for runners and I was able to continue. From miles Twenty to Twenty-Three I was fine and catching my stride but at Mile Twenty-Four I started feeling pain, so I decided to walk the rest of the way because I would much rather sacrifice this race and still finish than either give up or make my injury permanent.

JG: I heard you are running a marathon in Tokyo, Japan in the Spring. How exciting! How did you apply? Can you give us details about this marathon and what you will be expected to do?

MF: I applied through a random selection lottery. Tokyo is a part of the Abbot World Marathon Majors. My ultimate runner's goal is to finish all six: The Tokyo Marathon, The Boston Marathon, The London Marathon, The Berlin Marathon, The Chicago Marathon, and The NYC Marathon.

JG: Have you won any medals as a marathon runner?

MF: Yes, I have three from marathons because that's how many I've done; but, I have many others because I was a track runner before that. I did track from Sixth grade until the end of college; after college I did running for leisure until I joined Harlem Run in 2016.

JG: I am sure you have made friends doing marathons around the country. Have you met other teachers like you?

MF: There is a young lady in Harlem Run who teaches in Harlem and actually now that I think about it there are quite a few, but they mostly teach in the city.

JG: Are there any marathons specifically for young people?

MF: No, there aren't any marathons for young people under eighteen. But they do have a 5k sprint for kids. There is a sixteen year old boy in the Harlem Run group who runs with his fifty-year year old mother and they do half marathons together.

JG: What advice would you give to young athletes?

MF: My motto, "Don't be afraid to work hard enough to find out how good you can really be", you're the only one who can stop yourself from being awesome, it's always you in the end.





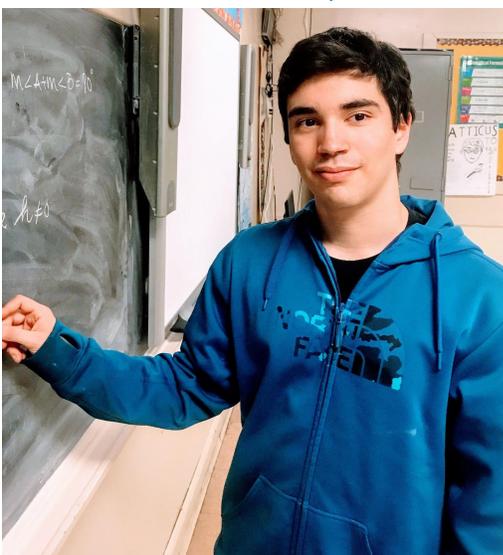
MERIT SCHOLARSHIP EXAM

for students entering Grades 6 through 10
and

OPEN HOUSE

for all grades

Saturday, December 8, 2018 @ 9AM



**Matthew, a Garden School Merit Scholarship
recipient since Seventh grade, is now a Senior.**

Garden School

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

[Pre-Register Online](#) by December 5th for the Merit Exam
No RSVP necessary and children are welcome for Open House



Garden Academic Pages:

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

Pre-K for All - The “My Plate” Project and Thanksgiving for All

By: [Maria Victoria](#) (PKFA Director)

This week PKFA students continued learning about what foods are considered healthy and ways that we can keep our bodies well. We also learned about food groups and how eating too much of one food group is not as nutritious as eating a full plate of various food groups. Students were introduced to the concept of “MY PLATE” which illustrates the 5 food groups that are the building blocks for a healthy diet using a place setting for a meal and so many classrooms had various sorting games to reinforce the concept.



On Thursday, November 15, it was an extremely busy day for PKFA, we started our day with our individual and class pictures taken by Irvin Simon Photographer and then we had our Annual Thanksgiving Potluck. We always enjoy this day because families are invited to come celebrate this event with their children and the Garden School staff. Some families opted to share a dish along with our Garden School Thanksgiving Feast of turkey, mashed potatoes and vegetables. Foods from various cultures were, delicious, homemade and authentic. It was a very grateful experience and we wish events like this happened more often in our busy schedules. I know the children loved having all of their families experience this day together, they were all smiles and giggles. On

behalf of everyone in PKFA, we would like to thank all the families for their contributions or participation and we would also like to thank our Garden School Kitchen Staff on a wonderful prepared meal.



Nursery, Pre-K, and Kindergarten - Recreating a Thanksgiving Feast

By: [Eileen Reyes](#), [Lauren Yandow](#), and [Carmela Augello-Knopf](#) (Early Childhood Teachers)



The Nursery, Pre-K, and K classes have been studying Native Americans and Pilgrims this month. To further explore this unit of study, we had a presentation from The Journeys with Sound Company. Darius Kaufmann came, dressed in buckskin leggings and old-style Native American regalia, to introduce Music and Sounds of the Americas by bringing traditional Native American instruments from North and South America. The children got to hear the sounds that the instruments made, sing Native American songs, and make animal and nature sounds. After learning about vibrations, each student was able to feel the vibrations of the Australian Didgeridoo made from tree branches and a hollow gourd as it was played over their bodies. They were also able to see these vibrations as the Native American drum that was played. This drum had an

animal skin covering with a wolf painting on it. These vibrations made the wolf move. When the Indian Snake-Charmer was played, everyone hissed, swayed and wriggled like snakes. The instruments that were introduced are from traditional world cultures and made from natural objects. High and low notes were pointed out as to the size of the instruments. The Hawaiian conch shell, flutes from cedar wood and bamboo, rattles made from deer hoofs and seed pods, and cups filled with water were among the many instruments featured. The students got to see and feel the instruments up close, and experience how the music from these instruments can mimic the sounds of nature. The presentation ended with a bagpipe and Irish whistle march with Irish dance.



To end this unit of study, a reenactment of the first Thanksgiving was had on Thursday. All three classes, along with teachers and administrators, came together to eat traditional Thanksgiving foods served by our international students, at a fancy table decorated with flowers sent from Mr. Grusky. Dr. Marotta, our



headmaster, of course carved the turkey. The food that was served was new to some and for others tasting some remembered favorites was done. We are so thankful to be given this opportunity to celebrate such an uplifting holiday together with our Garden School family.

Thank you to all faculty and students who helped organize this annual Thanksgiving tradition at Garden School! We appreciate your involvement and look forward to celebrating other holidays together next month.



Brian, Ziqiao, and Jingkan eat a well-deserved meal after serving the Thanksgiving Feast.



First, Second, and Third Grades - Makie At Inspired by René Magritte - Fine Arts

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



The first, second, and third graders are working on self-portraits based on René Magritte's painting, "The Son of Man". For the project students were introduced to several Surrealist artists such as Salvador Dali, Max Ernest, Vladimir Kush, and of course Rene Magritte. Students learned about the history of Surrealism and how World War I and Sigmund Freud were major factors in Surrealism becoming a mainstream artistic movement.

For the project students followed step by step instructions on how to draw their own self-portrait. Next, they outlined their drawing with black sharpie marker and shaded in their drawing with colored pencil. Students were then taught how to make an apple look three-dimensional using different shades of green tempera paint. The student's are having a blast with this project and the work I have seen so far looks fantastic.





Fourth and Fifth Grade - Fourth and Fifth started the year off rolling with numbers! - Math

By: [Michelle Bruzesse](#) (Math Faculty)



Fourth grade Mathematics focused the beginning of the school year on understanding new place values as well as adding and subtracting larger numbers. After completing those topics, we jumped right into Multiplication. Wrapping the unit up next week, our

mathematicians will understand how to multiply by two digits!

Fifth Grade Mathematics started just as eager as the fourth grade did and conquered Multiplication and wrapping up Division! Our fifth grade mathematicians spent time understanding how the inverse operation can help check their answers to be certain they understand what is being asked. Introducing short division and dividing by two digit divisors our fearless mathematicians are wrapping the unit up next week.



After the Thanksgiving break, our fourth graders will be beginning division as our fifth graders leap into fractions!

Seventh Grade - English

By: [Nancy Massand](#) (Middle School Dean)

How do you top the awesome book-to-Broadway experience we had in the first quarter? In 7th grade English, we just started our new novel, John Knowles' *A Separate Peace*. Though set in an earlier era, this devastating story chronicles the issues that teens still wrestle with today: the dynamics of friendships, the effects of bullying, and the ability to discern the difference between perception and reality. Already the book has sparked lively debate in class as students argue about the motivations of characters' actions, and how they experience the same dilemmas. For instance, the protagonist claims that it's okay to be jealous of your best friend. "Well, yeah, it is okay," observed one class member. A little jealousy can spur you on to be better. It can be a good thing." Others disagreed. "But look what it leads to in the book! You can't say that's a good thing."

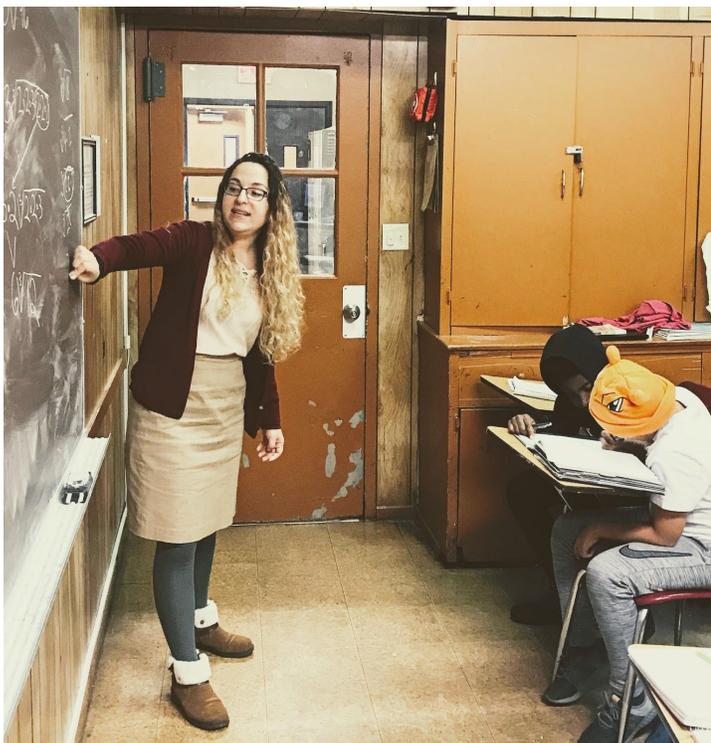




Embracing a protagonist who is NOT the guy in the white hat is challenging for some, but they are coming to realize that good literature, like life, spawns characters who illustrate admirable traits as well as ones they are not proud of. So is the protagonist a despicable person, or a pretty good person having a very bad year? The easy answer is the first one, but students are learning that the study of literature is like archaeology, revealing its truth through many layers and never through what is easily seen on the surface.

Seventh Grade - Getting Problematic with Inequalities - Math

By: [Sarah Blakely](#) (Math Faculty)



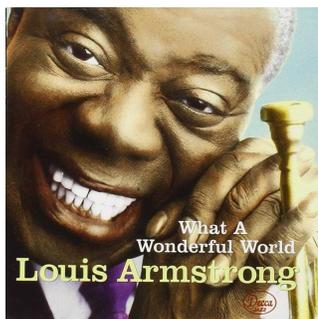
"You need to be taller than 50 inches to ride the Dropping Dragon. You need to be shorter than 50 inches to ride the Mini-Coaster. Make an observation about these two signs found at an amusement park". Thus read the Do Now problem on Tuesday. (Can you spot the problem? It took your kids 5 minutes and a class-wide, very well articulated math debate).

Inequalities, on the most basic level, are very simple. It boils down to the fact that, when we compare two quantities, they are not the same. For example, $2 < 3$. Even if you add 5 to both sides to create 7 and 10, this statement is still true.

This characteristic of inequalities allows us to solve algebraic inequalities. With all of algebra skills they gained last month the kids are speeding through this unit.

What a Wonderful World! Getting Ready for the Lower Division Winter Show

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



New York City is the theme for this year's lower division Winter Show. This has led to some good, lively discussions about many of the aspects that make the city so great. First through third graders have been learning songs by New Yorkers, such as Louis Armstrong's 'What a Wonderful World.' Students in first grade are doing sign language to echo the spoken words of the song. In 2nd grade they are singing 'Inchworm,' a song that contains a counter melody which is eventually paired with the principal melody. They have been enthusiastic about the challenge of maintaining their parts while the other melody is sung. 'Inchworm' was written by Frank Loesser, a veteran composer of Broadway musicals and Tin Pan Alley songs. A

song by New Yorker singer-songwriter Carly Simon, 'The Right Thing to Do,' was one Third graders instantly embraced. They quickly picked up on some of the subtleties of the song, and sing it well as a group.



Eighth Grade - The Best Made Plans of Mice and Men - English

By: [Nancy Massand](#) (Middle School Dean)



8th grader Konstantina is really into our latest novel, Steinbeck's *Of Mice and Men*

The start of the new quarter brings great expectations as we immerse ourselves into a new book. John Steinbeck's American classic, *Of Mice and Men*, is already causing a buzz in the 8th grade. The dual themes of isolation and friendship resonate with the students as they grapple with issues that cut to the core of our human nature. Students read at home, then come to class ready to unpack Steinbeck's beautifully crafted foreshadowings and intertwined subplots. Although we are only on Chapter 4, many of the students read the whole book in one weekend because they couldn't put it down. "O my gosh! I get why Candy said he wished he'd shot the dog himself!" one student blurts out. "Well, don't tell me!" counters a classmate. "I didn't read ahead. But I'm going to now!"

In addition to lively discourse, we write papers on the character grid, themes and plot structure as well as create visual "character maps" in groups to portray the array of characters, their symbolic meanings and their relationships. Later we will examine film segments from two different eras and examine the interpretation of the story in different cultural contexts. This small book packs a powerful message that challenges and inspires.





Ninth Grade - Making Tense Sense of the Preterit Tense - Spanish

By: [Agustín Melara](#) (World Languages Faculty)



One of the most important lessons in the study of languages is the ability to express oneself in the preterit tense. By learning the proper conjugations of the preterit, a speaker can talk about completed actions or express abstract ideas related to the past. Prior to this lesson, we had studied affirmative and negative expressions, such as *algo* (something) and *nada* (nothing), which help provide additional information about a past action. For example: *Ayer fui a la tienda y compré algo para mi mamá* (Yesterday I went to the store and I bought something for my mom). Students will be tested next week on their knowledge of the preterit and affirmative / negative expressions before continuing on to the next chapter.

Tenth Grade - Getting Our Culture on at the Metropolitan Museum of Art

By: [Gabriel Gomis](#) and [Agustín Melara](#) (World Languages Faculty)



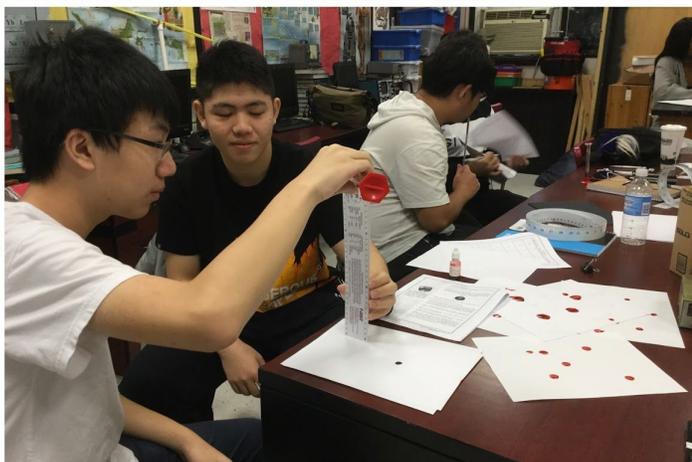
Students learned the comparison, the superlative, and the expression of intensity this week. Last week, we visited the Metropolitan Museum to broaden our understanding of *La Renaissance*.





Eleventh Grade - From Field Sobriety Tests to Toxicology Reports - Forensics

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

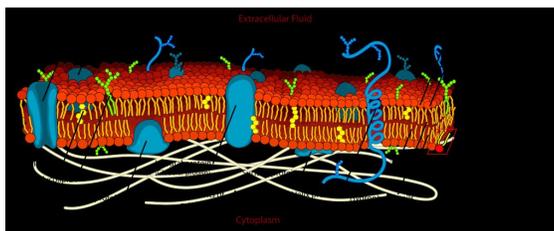


The Forensic Science class is ending their Toxicology and Serology chapters. They studied the toxic effects chemicals have on the body. The understanding of how the toxins in the substance act, when the harmfulness of the toxin may occur, and the symptoms and treatments for poisoning are all part of the study of toxicology. They conducted different labs that allow them to understand two aspects of a criminal investigation. The first was the police side of an investigation. By performing Field Sobriety Tests on each other, they were able to understand the constraints the police have on trying to get enough evidence for an arrest. The students then looked at different chemical levels in the blood using simulated blood and correlated that with how lawyers can use evidence to support their cases.

Our next chapter will be fingerprinting analysis.

Eleventh Grade - What Goes Through a Cell Membrane? - AP Biology

By: [Marlene Dapice](#) (Science Faculty)



Students have recently completed chapters dealing with cells, membranes and passage of materials through them (either directly or indirectly), and communication between cells by various means. An upcoming exercise will allow students to explore diffusion and osmosis further. Calculations will be made to determine the water potential of either potato or apple cells.



Twelfth Grade - Riding a Bicycle is a Practical Introduction to Velocity, Acceleration, and Motion - Physics

By: [Michelle Bruzesse](#) (Science and Math Faculty)

The Seniors in Physics enthusiastically completed the first marking period and continued right into the second! Before we were able to dive into topics such as Gravity and Projectile Motion, the students had to grasp the fundamentals of Physics such as velocity, acceleration, motion, vectors, and so on. Connecting these fundamentals into everyday activities such as riding a bicycle and driving a car, the students are building off of this knowledge to much broader topics such as Planetary Motion and Gravitation.

Grasping a solid understanding for all of those topics along with the ones to come will allow the students to have a better understanding to why certain things around us happen.

Just One More Picture, Please



Steven in 11th Grade discusses the Battle of Long Island in American History class (#mindblown: it actually took place in Brooklyn).



EXTRA! EXTRA! Read all about it!



This past weekend one of our very own Eighth Graders, and Garden School Merit Scholarship recipient, placed in the annual New York Royal International Miss contest. Asia Chen went home with “Best Personality” and “New York Preteen” prize. Congratulations, Asia!

