



# Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96 Number: XII

"Cultivating Success in Every Child"

Friday, November 30, 2018



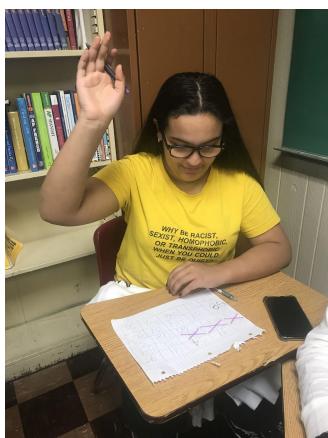
## Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



All this week in my Senior AP English class we have been thinking about language and meaning in Ernest Hemingway's novel *The Sun Also Rises*. In the course of our

discussions, Hemingway's creation of a new form of dialogue emerged and how that dialogue poses a challenge to our common ideas about language. He is, of course, creating a very special environment in this novel, a wasteland resulting from the catastrophic effects of the first World War. However, his use of language raises important questions in general about communication and meaning.



In his book, his characters talk to each other using words that have lost all meaning and connection to reality, to their world and to their feelings. No dialogue ever moves forward. A character will say something to another character and there will be a response; however, that response never moves the conversation deeper in any way and certainly does not produce a result that satisfies either character or the reader. There is simply an exchange of words, usually culminating in the phrase, "There's no use in talking about it."

For Hemingway, there has been a fracture, a rupture between words and meaning, between words and their ability to create connections between characters, and finally a break in the correspondence between words and reality. Because of these factors, characters and plot seem to be static, non-developmental, and finally cynical.

It seems to me that this has become the condition of our cultural relationship to language. In our public and political discourse, we seem to have lost the relationship between words and meaning. We name-call, we label, we accuse, but we do not come to intelligent resolution of issues. There seems to be a frozen state of public discourse in which ideological positions remove any possibility of dialogue and communication. This is



precisely what happens in *The Sun Also Rises*. The consequences of this failure to maintain a connection, the correspondence between words and reality can be felt everyday in our news reports, talk shows, and in the public arena.



One purpose of a school is to foster the idea that language and discourse matter. It doesn't matter what point of view you have: talk about it with reason, with intelligence and with passion. However, listening to another's point of view is just as important. Only when listening occurs, does the possibility of communication and understanding truly exist. It's like watching a bad actor, standing on the stage simply waiting for another actor to finish his or her lines, so that he can deliver his lines. That's not acting; that's reciting. This is true for all public discourse. Simply stating a position and not considering another person's point of view is not thinking; it is posturing.

Our goal as a school is to encourage and support discourse that is meaningful, respectful and communicative. Language matters;

ideas matter and civility matters. Dialogue means speaking and listening and then producing speech that reflects that interchange. Great dialogue begins with great listening.

## DATES TO REMEMBER:



- Friday, Nov. 30: Pep Rally & Senior Pasta Night
- Saturday, December 8: [Merit Scholarship Exam / School Open House](#)
- Monday, December 10: Merit Scholarship Exam Make-Up Day
- Thursday, December 13: 8th to 9th Grade Transition Night at 6 PM
- Friday, December 21: NOON Dismissal
  - Upper Division Winter Trip
  - Lower Division Winter Show:
  - Faculty Gathering 1 - 4 PM
- Monday, December 24 - Sunday, January 6: Winter Break (no school)
- Monday, January 7: School Resumes
- January 7 - 11: [Upper School Mid-Term Exam Block](#)
- January 24 - 25: The Garden School Sweet Shoppe is open for business!

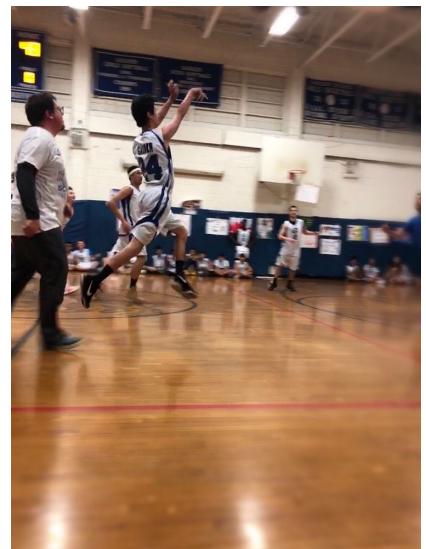


## Who is Excited for the Pep Rally? A Hot-off-the-Press report by Josefina G. (8th Grade)



I asked six students before the Pep Rally whether they were excited for it. Are you excited for the Pep Rally? I asked two students from the first grade: Eli answered with a happy nod and assured that he was very excited. His classmate, Ekamdeep answered with a simple but fun, "I'm excited!!!" I also asked two more from the fourth grade: Philip answered, "Yeah!" and Julian answered with some humor of his own. He said, no, at first but then answered with a laugh, "I'm kidding, yeah I'm excited!!!" I asked Ava, a seventh grader and she was happy to answer, "Yeah!!!" The last person I asked was Joelle from the Tenth grade, and she answered, "Yeah, I'm very excited!!!" Everyone I asked was very excited and based off the school spirit in the gym tonight, everyone else was too. The first event we got from the Pep Rally was an adorable performance by Scarlet Dervishi in the first grade singing Hero, by Mariah Carey.

Girls Middle School Basketball Team, Boys Middle School Basketball Team, Girls Varsity Basketball Team, Boys Varsity Team were all announced and then the activities could commence. After Doc's fashionable lateness that left us in suspense, we skipped forward to the Student versus Griffin event in which 7th Grader Brandon beat the Griffin 6-0. Finally Doctor Marotta arrived. We expected a lot from him since he made the shot last year. He almost made his shots but he can always try again next year. Next, came the cutest dress-up race yet. The Dress-Up Race is an annual event held at the Pep Rally where the younger children put on Basketball Shoes and Garden Basketball Jerseys as the race goes and make layups assisted by teachers Mr.Gomis and Mr.D. It went very well and they all made their shots. When the Dress- Up Race was over the Tic-Tac-Toe competition started. First with a demonstration from Mr.D and Ms. Ferreira, then came the real competition in which every time you complete a lay-up you can add a beanbag to the hula-hoop made tic-tac-toe board. Adam(6th), Sofia (5th), and Rayan (6th) competed and Rayan and Sofia came out as champs.



After that came a "Get the Ball Race" in which two balls are rolled and the competitors have to run to get it and then shoot a lay-up. Melo (4th), Peter (6th), and Eve (5th) all competed in it. Next came a Lay-Up Competition consisting of which team can make the most layups. The middle school competition included team players Mia, Lorenne, and Ashley all from the eighth grade on the girls side and versing them were Gerard(7th), Nate(7th), and Edward (8th) from the boys side. After the middle school teams versed each other then came the varsity teams. Uday, Sam, and Ton competed against Clarissa, Olivia, and Cecilia. After the Lay-Up game came the most exciting event of all, teachers vs students basketball game where Mr. Gomis, Ms. Ferreira, Mr. D'Anna, Mr. Battaglia, and Jeremy competed against students Justin, Nate, Bryan, Lorenne, Sam. It was very exciting and it never failed to leave us in suspense.



# 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 79<sup>th</sup> Street, Jackson Heights, NY 11372**

Pre-Register Online by December 5<sup>th</sup> for the Merit Exam  
No RSVP necessary and children are welcome for Open House



# Garden School Amateur Radio Club Annual Scholarship 2018-2019



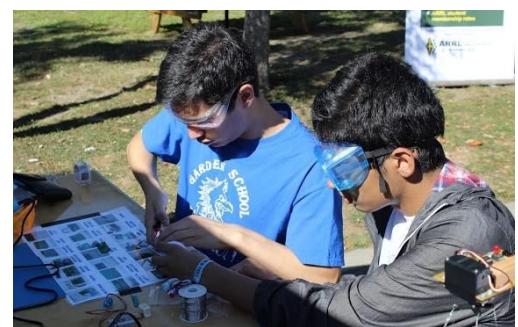
The Garden School Amateur Radio Club is proud to offer an annual one-time \$500 non-renewable scholarship. The purpose of the scholarship is to help provide financial assistance to a radio operator in the senior year of high school, to encourage future work in the STEM fields and to recognize work with Emergency Communications.

## Eligibility:

- Must be an FCC Licensed Amateur Radio Operator of Technician Class or Higher.
- Enrolled in the 12th Grade and expected to graduate at the end of the academic year.

## Requirements:

- Show the ability to pass Emergency Communications over Amateur Radio.
  - Must relay a properly formatted Radiogram **to and from** the
    - Garden School ARC - K2GSG
    - 3316 79th Street
    - Jackson Heights, NY 11372
    - [k2gsg@gardenschool.org](mailto:k2gsg@gardenschool.org)
  - Once we receive your message we will relay a Radiogram back to you with a number. Please submit that radiogram with your application.
- Volunteer 5+ hours in STEM Activities and 5+ hours with Amateur Radio Activities.
  - Please submit verification of your hours.
- Write a 500-word essay on the role of Amateur Radio in Emergency Communication.
- Resume Review
  - Please submit your resume with the following
    - School Courses
    - Overall GPA
    - Activities in STEM and Amateur Radio



## Application:

- Please contact [k2gsg@gardenschool.org](mailto:k2gsg@gardenschool.org) to request an application or to clarify any questions you might have.

## Deadlines:

- Applications - March 1st, 2019
- Review completed by March 31st, 2019

Award Decided by May 1st, 2019



**Holiday Raffle - This year the PTA will host a holiday raffle, and the special prize is . . . .**



**A Playstation 4  
PRO!!!!**

**Tickets can be  
requested in  
advance now  
through December  
19th.**

**The winner will be  
announced  
December 20th!!!**

**Ticket prices are as follows:**

**1 ticket-\$20**

**or**

**3 tickets-\$50**

**The class that sells the most tickets will win a pizza party!!**



## Garden Academic Pages:

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

### **Nursery - Sequencing Numbers - Math**

By: [Carmella Augello-Knopf \(PKFA Faculty\)](#)



Nursery enjoys learning math in different ways. Every day we interact with the calendar on the smart board working on what month, day, and date it is along with the year. We also have sung a number of songs such as "Five Little Ducks" and "Ten Monkeys Jumping on the Bed". As a reinforcement, in our math center, we practiced sequencing by gathering Fall related pictures and gluing them in order. Math is all around us so, parents, try to reinforce their developing observation and number skills by looking for colors, shapes, and numbers with your children during your daily routine!

Charlie works on sequencing numbers.

### **Pre-K for All - Making a Garden Fruit Salad for Nutrition Education**

By: [Mossammat Khalid \(PKFA Faculty\)](#)



This week our children continued learning about which food items are considered healthy and many other ways to keep ourselves healthy. We have learned about food groups and the concept of "MY PLATE" which illustrates the 5 food groups that are important for our health. Students have learned that fruits are a good source of nutrition. In class, students explored different types of fruits and meals that contained fruits. In class, our students made a fruit salad. They washed the fruits, then cut them into small pieces, and finally mixed them together in a bowl. During the process of making the salad, the students made predictions about what would be found once they cut the papaya, kiwi, grapes, apples, and so on. Of course, we all sat down to our own fruit salad creations. The children loved the activity and enjoyed it very much.





We also introduced our new pet “Hermit Crab” to the class. The students were excited and showed great interest towards the crab.

### **Pre-K - Dribble, Pass, Trap, and Shoot - Physical Education**

**By: Michelle Ferreira (Physical Education Teacher)**



At the beginning of each class we always start with a warm-up game like turtle tag, animal tag, or puppy tag. We spice it up each week and have different tag games so our young athletes can run around and get their blood flowing to get the body ready for physical activity. Plus, it's an opportunity for them to run around! After tag, we do stretches for about 5 minutes (arms, legs, and yoga) and go into our main activity. Our main physical activity this quarter is soccer! We have learned how to dribble, pass, trap, and shoot. We practice each skill for the whole week and once all the skills are done, we play soccer games.

### **First Grade - Brainstorming Words and Writing Sentences - Language Arts**

**By: Kristen Ahfeld (First Grade Lead Teacher)**



In Language Arts, the first graders are learning to type sentences on the computer using capital letters at the beginning of sentences and punctuation at the end. The students use inventive spelling techniques to convey their ideas in written form. Using letters to represent sounds that they hear, the students increase their literacy skills. The students are working on blending consonants and digraphs such as “b + l = bl”, and “sh”, and “ch”.



sounds. The students enjoy brainstorming words on the board, and looking for these sounds in our everyday world. These are critical skills to learn because children begin to mentally joint speech sounds together to decode unfamiliar words using letter and sound patterns. It is rewarding to see young readers begin to move towards advanced phonic skills and watch their fluency grow.

## **Second Grade - Getting Our Writing Skills On Point - Language Arts**

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



In our Second Grade writing workshop this week we have been focusing on the craft of letter writing. Letter writing is part of the curriculum because it provides opportunities for students to correspond successfully in different situations. The children will learn correct formatting, and become aware of appropriate language to use in formal and informal communications. We connected our writing to a recent story we read called "My Name is Yoon". The story is about a young Korean girl who moves with her family to America. The girl struggles with learning the English alphabet, and writing her name using letters instead of characters. The second graders were asked to imagine themselves in Yoon's class, and think about how she might be feeling.



We talked about it might be like to be in a new school and not be able to speak the language. The students then shared ideas on what they thought they could write in a letter to make her feel welcome. This activity is one in a series of formal and informal letters we will write throughout the school year. The children did a fantastic job composing their letters, and included an illustration of themselves being kind to Yoon.



***Tsering in Sixth Grade gives Garden School a thumbs up.***



## Third Grade - Rhythmic Poetry Reading - Language Arts

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



Safeeya reading Shel Silverstein's "Homemade Boat"



Sarah reading Shel Silverstein's "Enter this Deserted House"

The Third Graders are working on a new genre in Language Arts – poetry. The children have been learning about the literary elements and techniques of poetry. They have been experimenting with rhyming words, noticing how words can rhyme even when the words are spelled so very differently. Words like loose and juice, laugh and half, and flower and sour rhyme because of their vowel-consonant sounds. The children have been reading narrative and rhythmic poetry from a variety of sources; from our Treasures Reader to collections of poems in our classroom library to Shel Silverstein (which the children love!). They have been learning how to read a poem aloud, and how to use their voice in different ways to convey a feeling.

When children recite rhythmic poetry, it helps them to understand pitch, voice inflection, and volume. Reciting poetry helps place emphasis on the sound and the rhythm of language, thus building a child's phonemic awareness. When writing poetry, students are given the freedom to express feelings to their audience. It is a form of self-expression with the creativity of words and emotion to convey a message. In poetry, not only are the words used to give a meaning to the poem, but the voice, volume, inflexion, pitch, and pauses contribute to the entire experience. In so doing, the poem is brought to life. The third graders have begun to write their own poems and will be reciting them to the class. I am finding that their creativity knows no bounds!



## **Third and Fourth Grades - “Sharing is Caring” - Service Learning at the Salvation Army of Jackson Heights**

**By: Jacquelyn Renner (Social Studies Faculty)**

The Fourth Grade class had the opportunity to volunteer at the Salvation Army of Jackson Heights to serve Thanksgiving lunch to members of our Jackson Heights community. On the first day, we began with a presentation from Captain Guillermo DiCaterina, the director of the site. He introduced the Third and Fourth Grades to the programs provided by the Salvation Army: the daily soup kitchen, the weekly food pantry, and the children’s art and music programs. We also learned about what our jobs would be serving dessert at the annual Thanksgiving meal.

On the second day, on Wednesday, the Fourth Grade, accompanied by Ms. Renner and parents, walked to the Salvation Army. In preparation to serve, the students donned aprons decorated with designs students had created in Mr. Zelles’s Art Class. Then the students passed out cake and cookies to the almost 100 people seated for lunch. Many of the recipients stopped on their way out to thank the students. The students enjoyed watching the screen to see how many guests were next to be served; they also commented on how it is important to volunteer and help those in our community.

Thank you to Mr. Tirado, Kelsi’s Dad, for organizing the “Sharing is Caring” field trip.



## **Fourth Grade Science - Dioramas of Ecosystems in Room 31 - Science**

**By: Marlene Dapice (Science Faculty)**



Students have completed their study of ecosystems. Each ecosystem is made up of living and nonliving things. Within an ecosystem, organisms occupy a certain habitat (their address) and have different niches (their jobs). The interaction of the living and nonliving things affects the various populations living in the area. The class compared food chains and food webs, and learned how to interpret each. To culminate their study of ecosystems, each student had to choose one type of ecosystem and construct a diorama illustrating it. A written essay accompanied each diorama. The student dioramas are on display in room 31 for the next week. Please stop by and take a look if you have a chance.



## Fifth Grade Science - What a Lovely Biome We Have! - Life Science

By: [Michelle Bruzzese](#) (Science Faculty)



Fifth grade science returned after Thanksgiving wrapping up their studies about plants leading right into the final section of our Life Science Unit - Ecosystems.

Connecting what our students previously learned about habitats and living and nonliving things we began our chapter on ecosystems and biomes. We will be wrapping up the week by comparing and contrasting several different parts of the biosphere. The students will also have the opportunity to apply their knowledge into computer science when they complete further research of a biome of their choice to create a poster for

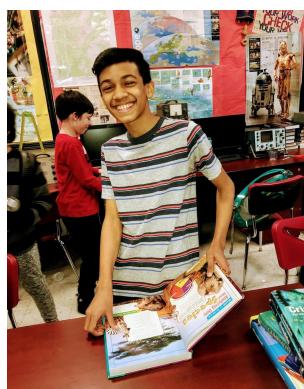
that biome.

In the weeks to come, our fifth grade scientists will have the opportunity to connect science to other subjects through various S.T.E.A.M projects as we are excited to wrap up the second marking period and our Life and Earth Science Units.

## Sixth Grade Science - Can You Drive a Mousetrap? Answer: Yes, you can - if it is powered by kinetic energy (not cheese)

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

Raiyan is an excited Scientist in Mr. Hale's class.



The Sixth Graders are starting their work building and testing Mousetrap Race-cars. The principle behind the idea is to use the spring mechanism of a standard mousetrap to power a student made racecar. They wind up the car by setting the trap. The trap bar is tied to a string wound around the axle and when it is sprung, the spinning string around the axle forces the car forward.

Students will be designing their cars from scratch from research they accumulate in computer science class. For evaluation, the students will be calculating the acceleration of



their car from the data they will collect. In the process, the students will learn about the importance of fitting math and measurements to reinforce their knowledge of mechanics.

## **Seventh Grade - Learning Spanish in the 21st Century - World Languages**

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

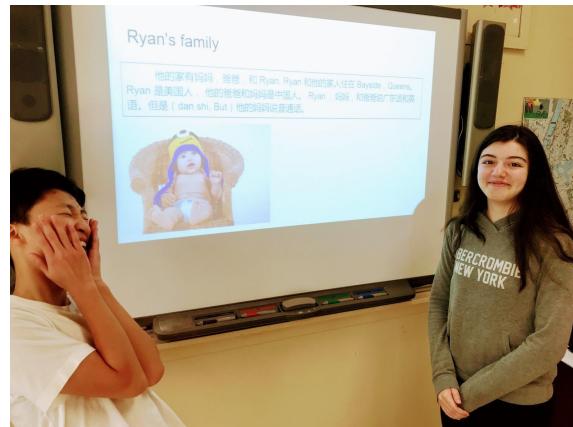


We did reflections this week on the importance of being bilingual (or, trilingual, or polylingual) in the world today. Both Mia and Ava agree that being bilingual is an important requisite for success in today's world. Izabella wrote about the importance of studying Spanish because in New York City if you want to start a business or better your career prospects, learning Spanish is a necessity. Ariadne remarked that Spanish can help you get that "amazing job" and Sophia added to that by commenting on how Spanish is important for one's career. Daniel talked about how it is important to learn and study Spanish because it helps you to learn and communicate with Spanish-speaking relatives or when traveling.

Ava agrees that Spanish is an important language to learn.

## **Seventh and Eighth Grade - Talking About Our Friends in Mandarin - World Languages**

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



In our Seventh and Eighth Grade Mandarin classes we beefed up our Mandarin-speaking skills and gave oral presentations introducing details about friends or classmates. Students discussed in Mandarin their friend's biography: name, age, school grade, where they grew up, nationality, interests and habits, and general qualities. I was so impressed by the students' creative ways they articulated the life-stories of their friends and



classmates. It was a lot of fun and I was pleased as a teacher that my students are improving their Mandarin speaking skills.

## **Eighth Grade - Le Petit Nicolas - French**

By: [Gabriel Gomis](#) (World Languages Teacher)



Les élèves Français learned the comparative, the superlative, and the *Passé Composé* with the verb *être*. They have been making sentences comparing persons, animals, or objects. In addition, they used the acronym DRMRSPVANDERTRAMP to differentiate the verbs that use "*être*" instead of "*avoir*" in the past tense. Last week, we read two chapters of *Le Petit Nicolas*, a French novel that depicts the daily life of children in an all-boy school. At the end of each chapter, there is a hidden inside-joke poking fun at adult life.

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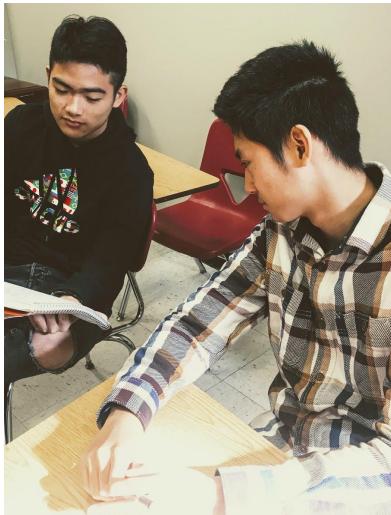
## **Ms. Soifer shares a funny moment after school with Josefina and Asia (who are seriously discussing the novel Of Mice and Men)**





## **Tenth Grade - Loyalty and Trust - Ethics**

By: [Greig Roselli](#) (Ethics Teacher)



Who is your friend? Who are you loyal to and why? Is it important to vouchsafe loyalty over obedience to authority? Is a snitch a disloyal person? I did not come up with these questions. Justin in Tenth Grade created our lesson plan and had the other students work in group to tease out responses to these tough ethical questions about the virtues (and costs) of loyalty. Thank you Justin for being an awesome co-teacher!

## **Eleventh Grade - The Living Document of the Nation - U.S. History**

By: [Sarah O'Sullivan](#) (World Languages Faculty)

Mrs. O'Sullivan listens to student presentations:



The greatest living document is on the minds of these eager learners. We are discussing the Constitution of course. This incredible piece has given the United States over two hundred years of relative stability. These great branches of government have distinct powers and there are specific ways to maintain these powers through checks and balances. The Constitution is able to be amended as our great country grows and evolves. We have been discussing modern issues that the authors couldn't even imagine such as net neutrality, legalizing marijuana, broader civil rights and criminal justice reform. One

wonders would George Washington and Benjamin Franklin be pleased with the state of the US government today.

## **Eleventh Grade - The Age of Andrew Jackson - AP History**

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

The students have finished the Era of Good Feelings and begun the Age of Andrew Jackson. It's as conflicted an era as one could conjure. On one hand, popular participation skyrocketed and an era of reform was about to blossom. On the other, there was a president who made decisions based on what he felt at the



moment of making them, regardless of who got trampled (See: Native Americans, political foes, the democratic process, the cabinet, the Supreme Court, etc.) in the process. Those who ignore history.....

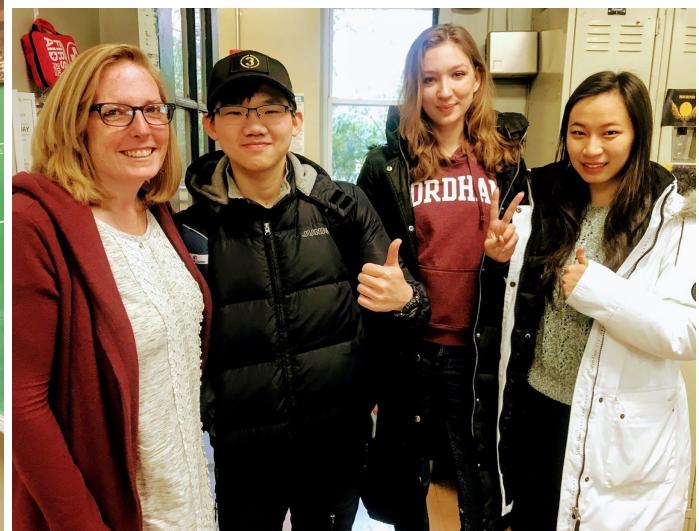
## **Twelfth Grade - Monopolies and Oligarchies - Economics**

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

The students have just finished their study of the genres of Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly. As for the last of them, we just finished our study of the "Cola Wars" between Coca-Cola and Pepsi. The students were engaged throughout, especially when we viewed this financial slugfest through the magic of commercials. Watching Pepsi break through and become the choice of a new generation was an excellent way to round off this topic - and regale the kids with stories of Michael J. Fox and Michael Jackson. Long live the '80's!

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## Last Year's Seniors are this Year's Freshmen by Albert W. and Sky W. (11th Graders)



JieFu and I (my name is Sky) spoke with one of our alumni Justice Huang ('18) on Thanksgiving Day. They enjoyed this jubilant moment. Justice is a freshman at the Borough of Manhattan College.

Shan Shan (NYU), Jasmine (Fordham), Justice (BMCC) and Mrs. O'Sullivan took a picture together. They were excited about this visit to refresh their wonderful memories at Garden.



## EXTRA! EXTRA! Read all about it!



The sports news this week at Garden School was all about basketball! On Monday the boys' basketball team beat York Prep 40 to 36. On Wednesday Dylan in 12th grade 'won the game at the last second with an ultimate buzzer shot. [See the video](#) if you don't believe us.

