



# Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96 Number: XVII

"Cultivating Success in Every Child"

Friday, January 19, 2019



## Thoughts for the Week

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



## How do students learn?

*There has been a good deal of discussion among educators in recent years about the idea of student engagement and the manner in which that occurs.*

I have attended numerous workshops in which videos of classroom style have been examined and evaluated in order to uncover the true nature of student learning. In the main, the thrust of these sessions has been to advocate for a different kind of classroom, a classroom that matches the changes that have taken place because of ethnology. The implication is that technology has transformed our students into primarily visual learners and that the oral component in learning has been essentially eliminated.

This viewpoint seemed to have a very powerful position among educators, at least during the discussions that inevitably followed these presentations. The talks suggested that because of video technology and the influence of video games, we should shift the classroom focus to the visual and move away from the traditional idea of lecture and discussion, which also meant moving away from student engagement with each other and the dialectic that results from students/teacher discussion.

More recently, some of these ideas have been in retreat as educators realize more and more that the exclusively visual has its limitations and that engagement needs to move outward, beyond the self, and into the realm of the other. Too often we have seen the negative results of technological absorption as it encloses an individual from the reality of dealing with others, learning from others, disagreeing with others, and resolving the disagreement through discourse.



In my experience as a head of school and as a teacher, I find that the highest level of student engagement results from establishing an environment in which genuine discussion takes place. I completely agree with my colleagues that participation solely based on the terms set by nineteenth-century teaching methods can and does at times fail miserably. However, when engagement has an authentic element to it, then the student, teacher, and material can form a new bond in which learning remains meaningful.

I visited several classes recently and saw the implementation of the Socratic method being used to guide a discussion about literature. Students enthusiastically embraced that material and engaged with each other and with the teacher in lively, substantial and meaningful discourse. I also saw a rehearsal for the play, “Bully the Bully,” that our students have co-authored and will perform in February; I witnessed the intensity of the engagement with the language and with the ideas that elevated the idea of engagement to a shimmering level. I have seen students huddled together discussing complex math problems or arguing about some of the ideas in the literary works that they have been reading.

Engagement exists when an engaging environment exists. Our role as teachers and educators demands that we create that environment. When we teach, we have to establish the possibility that some important intellectual or social discovery will take place in our classroom. When we teach, our students must know that we are doing something that can affect their lives. When we teach, we need to do so with the authentic and genuine voice of a fellow learner, willing to follow an idea wherever it takes us. When we teach, we learn.



## DATES TO REMEMBER:

- Thursday, January 17: Upper Division Report Cards Distributed
- Friday, January 18: Upper Division Report Cards Returned
- Monday, January 21: [School Closed](#) for Martin Luther King Day
- Thursday, January 24: Mike Rakosi's [Comedy Night](#) at Comic Strip Live
- January 24 - 25: The Garden School Sweet Shoppe is open
- Friday, January 25: Marking Period #2 Ends for Lower Division
- Thursday, January 31: Lower Division Report Cards Distributed
- Friday, February 1
  - Mandarin Class Trip to Flushing for Lunar New Year
  - Lower Division Report Cards Returned
- Tuesday February 5, Lunar New Year
- Monday, Feb. 18 – Friday, Feb. 22: School Closed for February Break
- Monday, February 25 : Classes Resume
- Friday, March 8: Wine Kick-off for the [Gala](#)
- Friday, April 5
  - 7th and 8th Trip to See *A Midsummer Night's Dream*
  - [Garden Gala](#) at Terrace in the Park

**Are you coming to Mike Rakosi's Comedy Night?**

**Tickets are \$55 each or two for \$100!**

**(plus a two item minimum)**

**CLICK TO BUY TICKETS!**

**Or mail a check to Garden School attn: Garden Comedy Night**

**33-16 79th Street**

**Jackson Heights, NY 11372**

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## **GARDEN SCHOOL & TAINO COMPANY**



### **BULLY THE BULLY: ARTISTS AGAINST HATE**

**February 28th, 2019 @ 7pm**

**The Secret Theatre**

**44-02 23<sup>rd</sup> Street**

**LIC, NY 11101**

There is little that differentiates us in terms of bones and matter and DNA - but there is, always has been, and maybe always will be a yearning for us to be different from one another. While some choose to see differences as positive and contributing to a full and well-rounded human society, others choose to bully those who step away from the "norm". We want to challenge these

assumptions; so, we have partnered with the Taino Theatre to provide a mentoring program for student actors and writers.....Join us and support our student actors and writers as they tell the stories that need to be told.

An original mixed media work featuring poetry, scenes, and dance - this show drives home the importance of human connection and kindness in our charged political climate.

Tickets are limited - You can purchase online by clicking this [link](#). **\$20 General Admission**

## **Come to the Blue Diamond Ball!!**

The Garden School Gala Committee would like to announce Garden Gala 2019

### **The Blue Diamond Ball**

*"Anything From Denim to Diamonds"*

Friday, April 5<sup>th</sup>

at the [Terrace on the Park](#)

**The 2019 Garden Gala - Blue Diamond Ball**, will take place on **Friday, April 5<sup>th</sup>** at Terrace on the Park in Flushing Meadows Park, New York. We are excited to share that our theme will be The Blue Diamond Ball and the dress code is "Anything from Denim to Diamonds." So, let's get creative!

The Gala will be honoring Richard Grusky for Fifty Years of Teaching at Garden School. Mr. Grusky joined the Garden School faculty in 1969 and is Chair of the History and Social Sciences Department.

We will also be honoring Roberta "Bobbi" Giordano, founder of Bobbi & The Strays. Bobbi & the Strays is an animal rescue organization working within Long Island and Queens communities. We will be recognizing Ms. Giordano for her community service on their behalf.

Garden School is also pleased to be celebrating **Ninety-Six** years of educating students in the Queens Community. The Gala will be both a celebration of our community and a fundraiser to support its future. Dine and dance amid spectacular city views. The evening will include both a silent auction and a scholarship pledge and will be captured in a commemorative journal.

We are accepting donations to the [Silent Auction](#) and [Journal Ads](#) are on sale. Please visit the Gala page ([gardngala.givesmart.com](http://gardngala.givesmart.com)) for more information. Auction donations can be dropped off in the main office. Please contact me if you have any questions: [jkin@gardenschool.org](mailto:jkin@gardenschool.org) or (718) 637-1895. Our committee is open to new members so consider joining us! We will be announcing our next meeting soon.

Tickets are \$135.00 and can be purchased in advance at [gardngala.givesmart.com](http://gardngala.givesmart.com).

Please come celebrate with us and help continue our legacy.



**GARDEN GALA**  
2019

*Honoring*

**- RICHARD GRUSKY -**

*Fifty Years of Teaching at Garden School*

**- ROBERTA "BOBBI" GIORDANO -**

*Founder of Bobbi & The Strays*

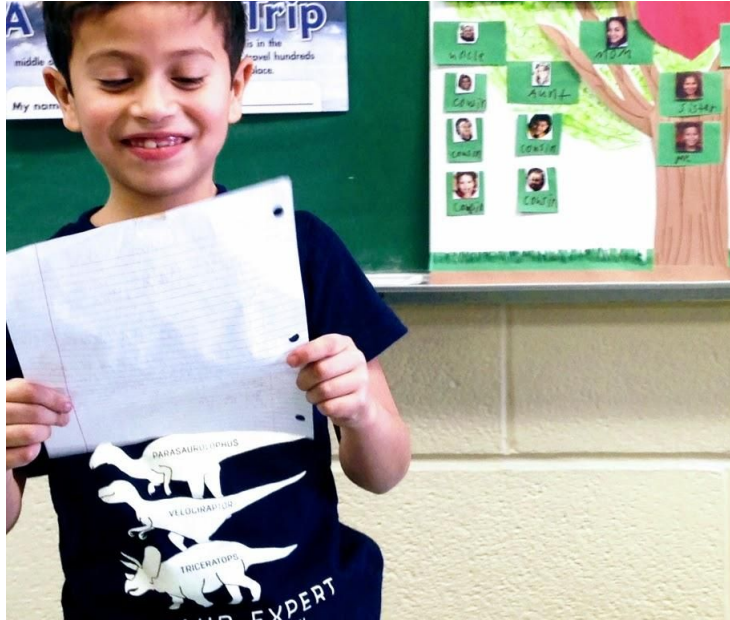
**- BOBBI & THE STRAYS -**

*Non-Profit Animal Rescue Organization*



## ***Garden Academic Pages:***

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



***Are you ready to learn about my family tree?***

***In our Pre-K for All classes it's all about transportation this week. Vroom!***

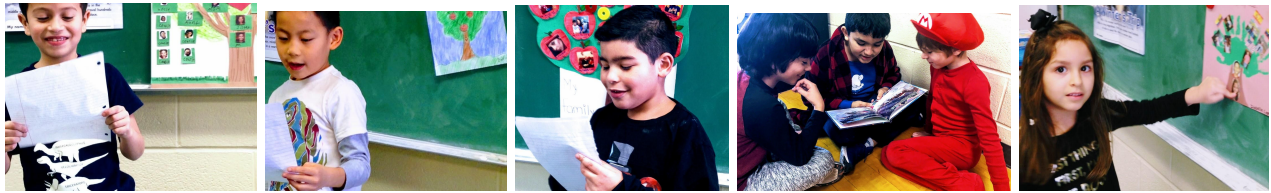
***By: [Yesenia Romero](#) (PKFA Faculty)***

We have been learning about cars, trucks, buses, trains, airplanes, boats, and our own feet. We have been talking about how vehicles are made and their similarities and differences. Your child has been learning about a variety of vehicles and how they are used in everyday life. He/she will be able to name several different types of vehicles and realize that walking is also a form of transportation. We also talked about vehicle safety, especially the rules you must follow.

At home you can:

- Look at the instrument panel in your car and explain how the instruments work.
- Look for trucks and buses on the way home.
- Count how many vehicles you see on the way home.
- Plan a trip to the airport to watch the planes.
- Look for boats on water, on trailers, and in sales lots. How many did you see?





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***In our Early Childhood Mandarin classes our young scholars talk it up about their favorite fruits.***

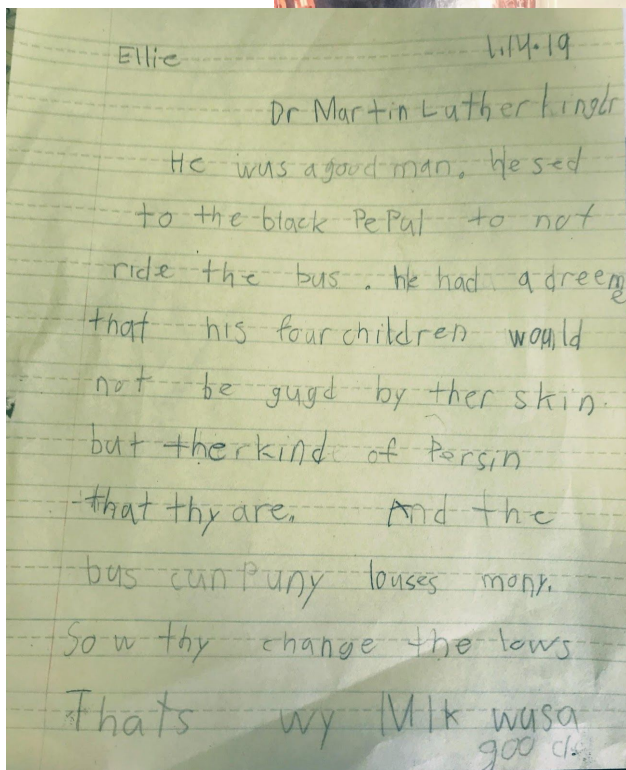
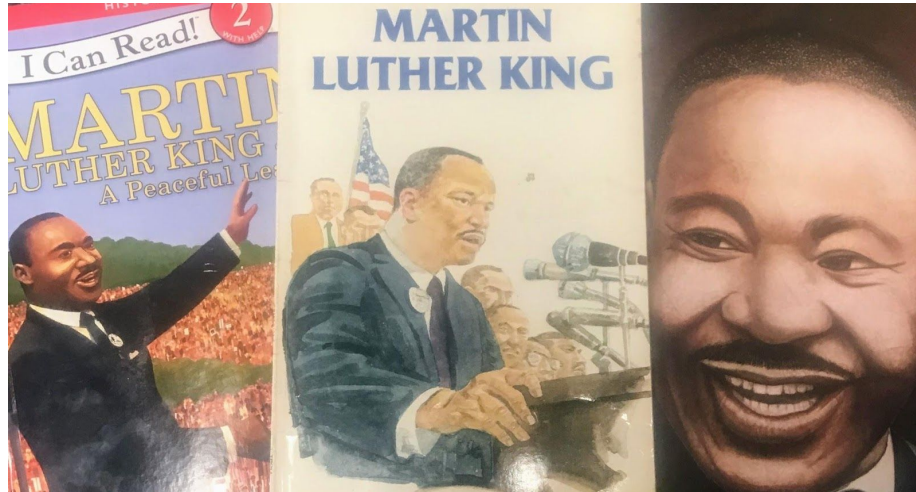
***By: [Kelly Yang](#) (Early Childhood Faculty)***

What's on your plate? Can you tell me in Mandarin? The students in our early childhood program at Garden School sure can. Students gained the ability to identify different fruits and colors in Mandarin. The children asked and responded to basic questions about fruits and colors. Students also expressed whether they like or dislike specific fruits and colors. The kids are practicing sorting according to colors in addition to recording data of the class's likes and dislikes of colors and fruits. Finally, students have learned culturally appropriate times to serve fruit (for example - at the end of formal meals, family gatherings, a meal at a restaurant, or a gathering at home with family and friends). We also discussed the cultural relevance of certain fruit - for example, did you know that peaches represent longevity?



**First Graders commemorated a Civil Rights hero - Dr. Martin Luther King  
- by memorizing a few of his most thoughtful words.**

by [Kristen Ahfeld](#) (First Grade Lead Teacher)



Our social studies lessons this week have been dedicated to learning about the contributions and impact of Dr. Martin Luther King Jr. in our society. This day also provides an excellent opportunity to teach about heroes. Through reading, writing, listening and speaking the students participated in activities that offered a glimpse into Dr. King's life. We brainstormed what we know already about Martin. We read biographies of Dr. King's life. In the story, we learned of events that Martin facilitated to help bring equality for all people. The students were shocked by how unfair laws were in the south not so long ago.

Reading books about Dr. King together in class, we all agreed Dr. King was a true hero. The students

identified and wrote details that supported the main idea that Dr. King was an important leader. We used King's example to discuss and help us solve problems that we encounter in our own lives. We have discussed leaders within our school such as the headmaster, leaders of our city, such as the mayor, our state senators and leaders of our country such as the vice president and president. We listed traits good leaders have. We thanked Martin Luther King Jr for his contributions to our country and the world.



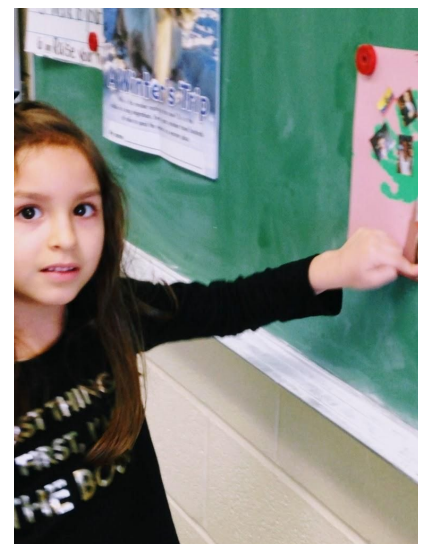
***As part of a Social Studies unit on immigration in the U.S., our stellar Second Grade historians delved deep into their own personal histories and presented share-alouds of their own family's story***

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



The second-grade students have been busy in social studies learning about immigration and the various groups that came to the United States. They discovered that different groups frequently settled into communities of the same culture. Many groups of immigrants stayed in New York, while others moved to different places in the U.S. We also discussed the distances and modes of transportation people used to get to their destinations. The

students learned about the gold rush, and how that drew people west to places where metals and minerals were being discovered. We also discussed the wants and needs, and goods and services necessary in the communities where people live. As immigrants continued to come to the United States over the years, we landed in present-day New York and focused our diverse school community in Jackson Heights. We talked about all the wonderful people we go to school with, and how fortunate we are to be immersed in such a rich and diverse community. Building on our immigration theme, students were asked to discuss their cultural background with their family and create a family tree. They also were asked to share a family tradition that was important to them. The children were excited to present their family trees, and teach each other about their families. It was an appropriate opportunity for the children to practice and build their public speaking skills, and present their creatively constructed family trees. The second graders did a fantastic job on their projects. Please stop by room 5, and check them out.





## ***What's in your trash can ready to be thrown in the dump? Can you reuse it? Can you recycle it? That's what our Third Graders want to know!***

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

The third graders have begun a new unit focusing on the environment. We have been discussing renewable and nonrenewable natural resources, the importance of conservation, the problems created by erosion, and the importance of recycling. The children were interested to learn about all the natural resources that can be found throughout the United States. We've been reading about the wide variety of crops that are grown in this country, and some of the products that can be made from these crops, as well. They were surprised to learn that something that we can eat can also be made into something inedible. (The children found it amusing that soybeans are used to make car seats, not just tofu.)

It is vital to make children understand from an early age the importance of taking care of our planet and the impact that humans continue to make on it. Before we know it, these children will be responsible for the future of our environment. They must be made aware of the harm that's been done and know that there's still hope to slow down any further damage to the environment.

The third graders have particularly enjoyed discussing recycling. Most of them have shared that they and their families actively recycle and take great pride in that fact. Our class project for this unit will involve reusing the many plastic water bottles that we consume in class every day to create a giant chandelier for our classroom. (Pictures to follow in the next newsletter.) Thus, this project will transform waste to art and bring color and beauty to our classroom. I know the kids will do a great job!

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***Our Middle School athletes know how to dribble down the court - and are ready for tournament to show their prowess in the gym.***

by [Michelle Ferreira](#) (Physical Education Faculty)

We are about to finish our basketball unit with this week. The first week our middle school athletes are learning how to properly dribble, pass, shoot and, defend. We went over drills with them on each of the skills so that they can get better and we went over the rules too. Then we went into the tournaments for a week. They are divided into teams for the tournaments and we allow them to strategize with their teammates and practice on what they need to



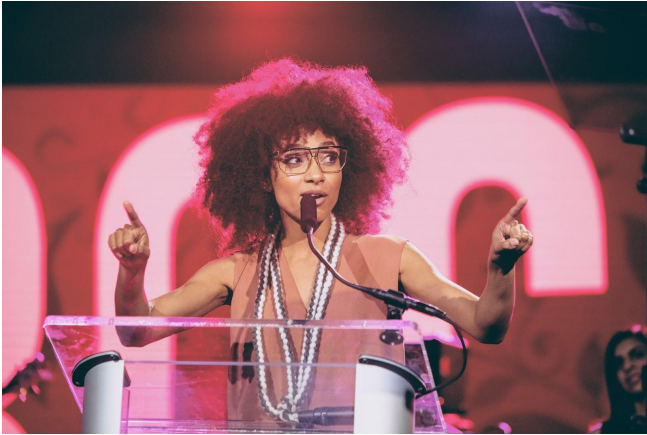
a

work on. After the tournaments are done, we go into playoffs and then have our championship game. I am excited for our next unit which will be Badminton.

## The Seventh and Eighth Graders are jiving to the beat in our Fine Arts music program ...

by [Tom Heinemann](#) (Fine Arts Faculty)

### From Chuck Berry to Esperanza Spalding - Seventh Graders Dig Popular Music, man!



Seventh Grade students began a new course curriculum dealing with Popular Music this week. Most of this quarter will be spent learning about how we break down, analyze, and discuss the music. Students will be tasked with discovering some of the music's inner workings, thereby becoming deeper listeners. The fourth quarter's focus will concern the history of American and European Pop Music and Rock and Roll from the 1950s onward. A small sampling of the artists in which students will explore include Chuck Berry, Carl Perkins, The Kinks, The Who, James Brown, Aretha Franklin, Led Zeppelin, Joni Mitchell, Stevie Wonder, Stereolab, and Esperanza Spalding. The

final project marks the culmination of the students' newly acquired knowledge; students will examine a piece of music of their choice. 7<sup>th</sup> Graders will have the opportunity to delve into aspects of the music that they hadn't noticed before and hear the song in a completely new light.

### Eighth Graders Get International with their Music Studies in the Third Quarter



With the advent of the third quarter, a new group of 8<sup>th</sup> Grade students just started their semester of global studies in music.

Students posited ideas about ways in which we can attempt to break away from our own cultural perspective: thoughts included learning about and being open to other cultures' food, literature, and music, as well as travelling, communicating with people from other cultures, watching international news programs, going to museums, and studying Non-Western societies in school.

We discussed how language can give us

insight into culture, a concept that is explored in depth through our first unit, a study of Japan.

Two thousand years ago, Japanese spoken dialects had no written form. Japanese people began to adopt the Chinese written language: pictographs that contain their own history and meaning. The characters have evolved, so some more closely resemble what they represent than others (like 川 - river). The class attempted to write over a dozen characters and explored a little bit of their meaning and history. For example, we wrote the characters for fire (火) and field (田). One way of writing 'rice field' is to combine these two characters. This is because rice farmers would use fire to enrich the soil and start their next crop, one of

countless examples we will encounter of language informing us about culture. Near the end of the class, one student exclaimed, "I feel like I'm learning a new language!"

## ***Our Ninth Grade writers and thespians are workshoping their literary essays; and, we are reading Isabel W.'s play (8th Grade)***

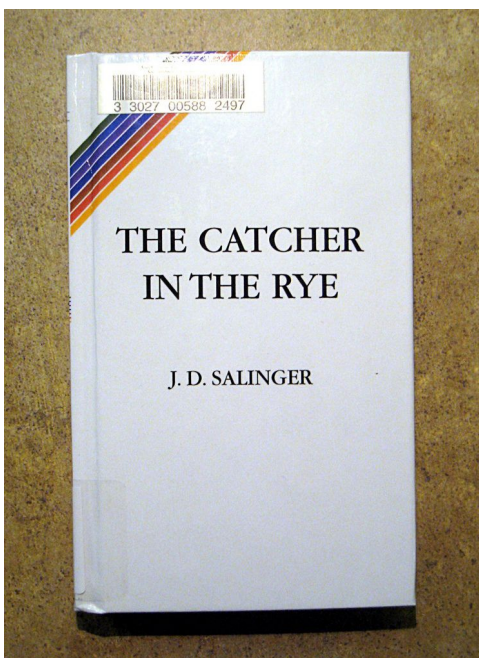
by [Christopher Vallario](#) (English Faculty)

For the first half of the week, ninth graders are learning how to give constructive criticism to one another as we workshop their final essays. Academic rhetoric is just as important as writing academic essays. The students are getting more acclimated to speaking to each other about their writing processes. By focusing on the rubric, they are giving constructive feedback. For example, classmates may say that the student's thesis needs to be strengthened or there are no quotations to support his or her claim. As we continue the school year, we will improve our skills as academic writers by focusing strictly on all the fundamental mechanics of literary analysis.

For the second half of the week, ninth graders are writing creatively and also reading Isabel W.'s (8th Grade) play *A Confrontation* (Garden's winning selection) critically. The creative assignment involves dreaming as well as key terms such as path, gate, cup, water, forest, etc. The result is very engaging as the classes are actively listening to one another's creative works as well as giving their analysis/interpretation of their imaginative stories. The students enjoyed reading Isabel's play and also acting it out. They are excited to see it [at the Secret Theater](#) on February 28, 2019.

## **Using the classic film *The Dead Poet's Society* as a preface, Tenth Graders are ready to dive into an exploration of the teenage mind with our study of J.D. Salinger's *The Catcher in the Rye*.**

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



After competing in a trivia competition to prepare for midterms (on which most of the sophomores performed impressively well), students have eagerly leapt into a new text for the third quarter and second semester, J. D. Salinger's *The Catcher In The Rye*.

To begin our unit, we discussed impressions (and stereotypes) that people often hold about boarding/prep schools, since "The Catcher In The Rye" begins with its protagonist, Holden Caulfield, at boarding school. Students mentioned on both positive stereotypes-- that prestigious prep boarding schools are often "feeder" schools for the Ivy Leagues and offer a unique educational experience-- and the negative, many of which directly pertain to "The Catcher In The Rye-- that the population of such schools are made up of wealthy, white, Christian males -- a stereotype that was certainly the case to a far greater extent during the time period in which "The Catcher In The Rye" takes place.

We are also leaning into the new unit by watching *Dead Poet's Society*, which depicts exactly the type of boarding school from which Holden Caulfield is kicked out. After



finishing this film this week, we will continue to delve into Holden's story, exploring the question of a reliable narrator, Holden's relationships, and the social strata of New York City in the 1940s-50s. I am very excited to continue this unit with this inquisitive and insightful class.

## **The Eleventh Graders are transforming graphs of natural exponential functions in Precalculus while my Twelfth Grade Computer Science whiz kids are writing code.**

by [Sonia Ambarsom](#) (Math Faculty)

### **Can I get a function in this place?**

The eleventh graders in Precalculus are studying exponential functions with base  $a$ ; that is, a function of the form  $y = a^x$  ( $a > 0$ ,  $a \neq 1$ ) where  $a$  is the base of the exponential function. They are discovering that the value of the base determines the general shape of the graph of  $f(x) = a^x$ . In addition, they are transforming graphs of natural exponential functions. The exponential function also has tremendous applications with the amount of money invested in an investment plan and frequency of compounding, or the number of times per year that interest is computed.

### **Just another day in Javascript paradise**

Now that the midterms are over, the seniors are resuming their discovery of JavaScript or JS, with HTML and CSS. These are the three core technologies of the internet and the world wide web but JavaScript enables interactive websites. JavaScript is implemented in web servers and databases, and in non-web programs such as word processors and software, and in runtime environments that make JavaScript available for writing mobile and desktop applications, including desktop widgets. Although there are similarities between JavaScript and Java, including syntax, the two languages are distinct and differ greatly in design. Specifically Java is a programming language and JS is a scripting language and easier to learn. JS builds a strong foundation for computer science concepts, including arrays, loops, and functions.

## **Learning how to improve your mind, one function at a time, our mathematicians in the Eleventh and Twelfth Grade dive into vectors. logarithmic functions, and three dimensional graphs.**

by [Lauren Little](#) (Math Faculty)

### ***Integrate your mind in Advanced Placement Calculus***

In AP calculus we recently started a new chapter on applications of integration. In the last chapter students learned how to integrate, now they get to put it to use. In this chapter the students learn how to find the volume of irregular three dimensional shapes formed by revolving a region bounded by functions around an axis. They do this using integration. Before the chapter is over they will have learned two different methods of doing this and they will be able to determine which method to use based on the problem.

**Vectors allow us to describe real-world situations**

In our Pre-Calculus honors class we recently started a chapter on vectors. In real world problems many quantities are described in mathematics by one number. Vectors allows us to describe real world situations with two. For example, an airplane flying has both a speed and a direction, both of which are important. The flight of an airplane can be modeled using vectors. The speed and direction of the wind can also be modeled using vectors and turn turn we can determine how the wind acts on the plane. Vectors allow us to solve problems such as this.

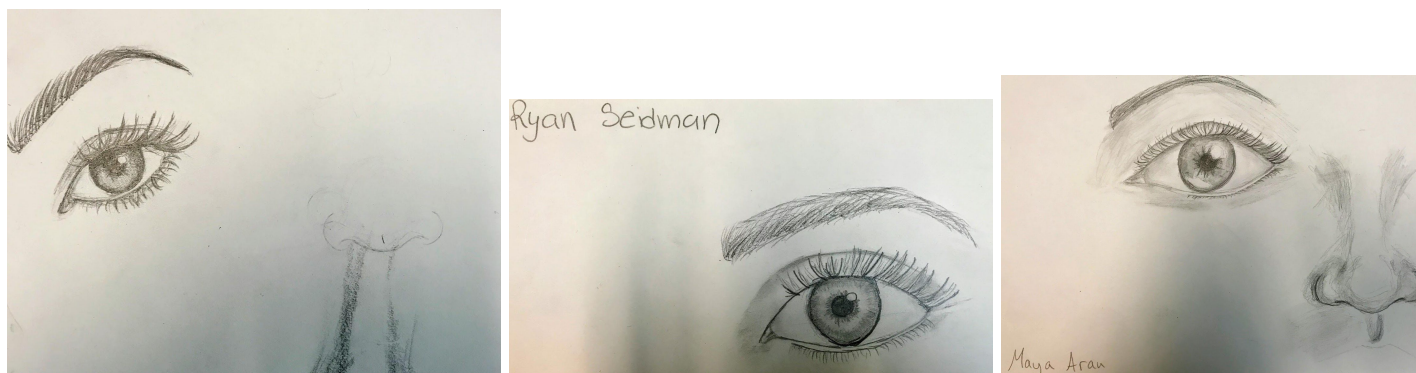
### **Discussing exponential functions is exponentially fun.**

In the standard Pre-Calculus class we recently started discussing exponential functions. An important application of exponential functions is computing compound interest. Next we will discuss logarithmic function, which are the inverse functions of exponential functions. Eventually they will be able to use properties of exponents and logarithms to solve equations that they would have been able to solve before.

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**In our Fine Arts drawing class, the middle school students at Garden plan out their self-portraits and the results are nothing less than amazing.**

by [Christopher Zelles](#) (Fine Arts Faculty)



### ***A Gallery Self-Portraits***

The Seventh and Eighth grade have just started their self-portrait projects. For the first week and a half students learn the proper way to draw eyes, noses, mouths, ears, and hair. Students will then learn the proportions of faces and how the various parts are related to one another. For example, they will learn how the corners of our mouths line up with the pupils of our eyes and that the distance between our eyes is the length of one eye. The early work I have seen from the students has been very encouraging and I cannot wait to see the results at the end of the month. Here are some examples of student work thus far.



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←-----Just one more: Garden School's Japan Club meets on Friday! Here is a snapshot of our kiddos having fun after school.

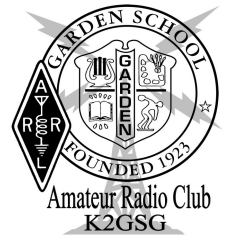




Hall of Science Amateur Radio Club

# Take Your Amateur Radio License To the Next Level

Garden School Amateur Radio Club



## For interested people with a Technician License



### **Amateur Radio General Class License Upgrade Training:**

- If you have a Technician Class license and you're ready to get onto the worldwide HF bands, it's time to upgrade to General Class!
- This class gives you everything you need to pass the written examination for a General Class amateur radio license. At the end of the class, you'll take the exam – if you pass, you'll leave with your new privileges!
- The General Class exam is similar to the Technician Class exam you already passed – 35 multiple-choice questions taken from a published pool of questions – but the information you need to know is

more technically complex. Even if you got your Tech license on your own, you should let us help you prepare this time.

The **Hall of Science Amateur Radio Club** in conjunction with the **Garden School Amateur Radio Club** will be holding a General License course where you can learn everything you need to earn your General FCC Amateur Radio License.

Depending on the class size it should take 10 classes to complete the course. The General License gives you privileges to contact HF stations all over the world using voice, digital and other modes on a larger number of bands and frequencies.

### **Class Meeting Schedule**

All classes will be held at Garden School (33-16 79th Street, Jackson Heights) in Room 30 (Mr. Hale's Room) starting at 6:30 PM and should end no later than 8:00 PM for the Monday classes and 9:00 AM and should end no later than 12:00 PM for the Saturday classes



☞ Mon - 04-Feb	☞ Mon - 11-Mar
☞ Mon - 11-Feb	☞ Mon - 18-Mar
☞ Mon - 25-Feb	☞ Mon - 25-Mar
☞ Sat - Mar-02	☞ Sat - 30-Mar
☞ Mon - 04-Mar	☞ Mon - 01-Apr
☞ Wed - 03-Apr - Test	

The class is free but you will need a textbook (The ARRL Ham License Manual 8th Edition - Level 2) about \$30 on Amazon and the test will cost \$15.

We have limited spots for this class so please register soon. To Register or for Information please contact John Hale at [kd2lpm@jrhaleteacher.me](mailto:kd2lpm@jrhaleteacher.me).





# GARDEN GALA

## 2019

### Auction Donation Form

Donation Brand: \_\_\_\_\_ Item: \_\_\_\_\_  
(ex: Hermès) (ex: Watch)

Donation Item Description: (ex: large, blue) \_\_\_\_\_

Value: \$ \_\_\_\_\_ Contact Name: \_\_\_\_\_

Delivery Date: \_\_\_\_\_ Method: ☐ Enclosed ☐ Email ☐ Deliver/Mail ☐ Pickup

Solicitor / Item Donor Name \_\_\_\_\_ Company \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Street Address / Apartment Number \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Affiliation: ☐ Current Parent ☐ Alum Parent ☐ Alum ☐ Board/Faculty ☐ Business ☐ Friend

Deliver all donations to Garden School on or before the **Deadline on March 22<sup>nd</sup>, 2019.**

Attach any materials (e.g. brochures, reviews, ads, photos) that would help us promote your donation. Garden School is a Non for Profit 501(c)3 organization, Tax ID #11-1631783. Donations are tax deductible as allowed by law. For more information or questions, please go to [gardenschool.org/gala](http://gardenschool.org/gala), email us at [gala@gardenschool.org](mailto:gala@gardenschool.org) or call us at (718) 335-6363.

### THANK YOU FOR YOUR GENEROSITY

All monies raised benefit our students directly. Join us in celebrating our school and supporting its mission to educate our students to the highest of academic, social and personal standards.



# GARDEN GALA

## 2019

### JOURNAL ADS

The 2019 Garden Gala will be held on Friday, April 5<sup>th</sup> at Terrace on the Park in Flushing Meadows Park, New York. We will be honoring Richard Grusky for his fifty years of teaching at Garden School as well as Roberta "Bobbi" Giordano and the non-profit animal rescue organization she founded, Bobbi & The Strays.

**JOURNAL ADS & MESSAGE PAGES** will be printed in color and are available in the following sizes:

- |   |          |   |           |
|---|----------|---|-----------|
| <input type="checkbox"/> Congratulatory Message (1-2 Lines)   | \$25.00  |   |           |
| <input type="checkbox"/> Business Card (1/3 of a Page)  | \$50.00  | <input type="checkbox"/> Full Page (Gold)     | \$500.00  |
| <input type="checkbox"/> Half Page  | \$120.00 | <input type="checkbox"/> Inside Cover (Front) | \$750.00  |
| <input type="checkbox"/> Full Page (White)  | \$250.00 | <input type="checkbox"/> Inside Cover (Back)  | \$750.00  |
| <input type="checkbox"/> Full Page (Silver)   | \$300.00 | <input type="checkbox"/> Back Cover           | \$1000.00 |
| <input type="checkbox"/> Class Page Contribution: Grade _____ \$ _____  |          |   |           |
| <input type="checkbox"/> Email artwork / text to <a href="mailto:gala@gardenschool.org">gala@gardenschool.org</a> with Subject: Journal Ad -or- |          |   |           |
| <input type="checkbox"/> Copy attached <input type="checkbox"/> Copy to follow <input type="checkbox"/> Repeat last year's ad                   |          |   |           |

Company: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Street: \_\_\_\_\_ Phone: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Credit/Debit Card: ☐ AMEX ☐ VISA ☐ MasterCard ☐ Discover ☐ Cash ☐ Check # \_\_\_\_\_

Name on Card: \_\_\_\_\_

Card #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_ Security Code: \_\_\_\_\_

☐ I have enclosed my employer's Matching Gift Form.

Please return this form by **March 8<sup>th</sup>**, along with payment and any enclosures to Garden School.

Garden School: 33-16 79th Street, Jackson Heights, NY 11372

For more information or questions, please go to [gardenschool.org/gala](http://gardenschool.org/gala), email us at [gala@gardenschool.org](mailto:gala@gardenschool.org) or call us at (718) 335-6363. Garden School is a Non Profit 501(c)3 organization, Tax ID #11-1631783. Your contribution is tax deductible as allowed by law.



# GARDEN GALA

2019

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