



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96 Number: XVIII

"Cultivating Success in Every Child"

Friday, January 25, 2019



Thoughts for the Week

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



Among the many advantages of being in an independent school, nothing stands out more dramatically and powerfully than the meaningful sense of opportunity that is available to us on a daily basis. Opportunity is a

word and an idea that we usually think of regarding long-term futures or in terms of professions. It tends to be a term that characterizes a job or a potential career. Within an independent school, however, opportunity means all of those moments during the day when a student can make his or her voice heard, try something new and different, and create a personal challenge that may move that student into a different experience.

This experience can occur in our classrooms. Since our class sizes are relatively small by design and by philosophy, our students have the opportunity to share in the discussion and the learning process on a moment-to-moment basis. With a smaller class size of 10 or 15, a student has a chance to be heard over and beyond a similar class with a larger class of 25 or 30 students. The educational environment, which creates a sense of intellectual safety, can propel the student to speak up and express a viewpoint. This type of opportunity allows for individual engagement with learning that can build confidence and stimulate interest and excitement about learning because of the blend of the personal and the intellectual.

Within the independent school environment, the opportunity to engage in activities also provides for an environment in which a student can participate in an activity that provides an entirely new experience. I have seen so many of



our students over the years join a sports team for a sport that they have never played before. They may not be the star of that team; however, they have had the opportunity to try something new and different, which they would not have been able to do in a larger non-independent school environment in which membership on a team depends solely on competitive tryouts. Our students have the opportunity to do something that they have never done before. The great value in this is that a student can experience a part of himself or herself that was hidden and untried; the student can expand outwardly with this moment and explore some hidden aspect of her or his personality. There is such value in this 'newness' that it can influence a student's sense of self of self and exploration.

Since at Garden we also have created an environment in which students can initiate a club, there is tremendous opportunity available. Several of our clubs, such as Debate, Diversity and Japan club, have all begun with student initiative. Creating spaces after school where students can dive into a new experience or learn a new skill, too, gives students a chance to have his or her voice heard and then to transform that voice into a reality. Here the level of importance is significant - since this is where a student can either begin pursuing a life-long interest or where a life of active social engagement can occur.

All of these possibilities and more exist because of our independent school's strong and passionate belief in creating an opportunity for our students. An environment that actively supports the reality of opportunity actively supports learning!

DATES TO REMEMBER:



- **Friday, January 25: Marking Period #2 Ends for Lower Division**
- **Thursday, January 31: Lower Division Report Cards Distributed**
- **Wednesday, January 30: Senior Class Bake Sale**
- **Thur., Jan. 31: France and Belgium Internat'l Trip Meeting @ 6 PM**
- **Friday, February 1**
 - **Mandarin Class Trip to Flushing for Lunar New Year**
 - **Lower Division Report Cards Returned**
- **Tuesday February 5, Lunar New Year**
 - **Parent/Teacher Conferences (Upper School 7-12))**
- **Thursday, February 14: Student Council Bake Sale**
- **Monday, Feb. 18 – Friday, Feb. 22: School Closed for February Break**
- **Monday, February 25 : Classes Resume**
- **Thursday, February 28: [Bully the Bully: Artists Against Hate](#)**
- **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**

GARDEN SCHOOL & TAINO THEATRE COMPANY



BULLY THE BULLY: ARTISTS AGAINST HATE

Thursday, February 28th, 2019 @ 7pm

The Secret Theatre

44-02 23rd 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.

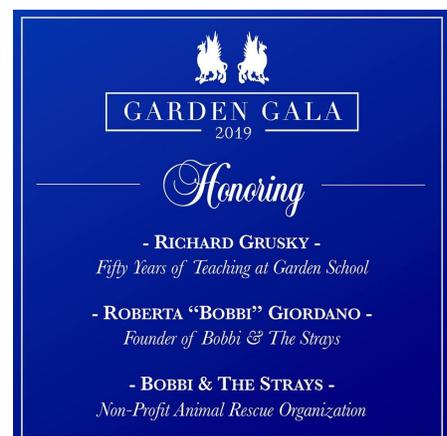
An original mixed media work featuring poetry, scenes, and dance - this show drives home the importance of human connection and kindness in our charged political climate.

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 5th
at the [Terrace on the Park](#)



Garden Academic Pages:

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



The first graders have hit the ground running in art class.

In our Pre-K for All classes it's all about transportation in our city.

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?





Kai colors letters in Nursery



In Nursery this week, students celebrate snow.

by [Carmella Augello-Knopf](#) (Early Childhood Faculty)

This week was a great time to read *The Jacket I Wear in the Snow* by Shirly Neitzel. The children loved reading this book because of its repetitive text and catchy phrases. We colored the clothing used in the book and glued them on a sentence strip in sequence order. On the smart board, we watched and listened to this story being read. We also retold the story using a storytelling kit, which helps students develop important oral language, story sequencing and early literacy skills. Reading this book inspired us to dot paint some accessories we wear in the snow and decorated our classroom bulletin board with them. Fun was had by all!

Last week we also learned about Martin Luther King, Jr. We listened to songs about him on the smart board and listened to *The story of Martin Luther King, Jr.* by Johnny Ray Moore to reinforce our lessons. The children colored a picture and a booklet to take home.

Our Pre-K and Kindergarteners compete in a Basketball competition

by [Flance Dervishi](#)

In PE class we just finalized our Basketball Unit, the students learned the rules of Basketball and the proper way of shooting, passing dribbling the ball. They also had basketball competitions against each other. We also played a basketball game called Catch me if you can, the kids have found basketball to be very fun and exciting. It's been fun watching them all work hard in PE class and enjoy the sport of Basketball we have seen a lot of improvement. We have just started our bowling unit and so far we have worked on the proper way of rolling the ball on a target. We also do tumbling Tuesday, the kids learn different tumbles in class, we have Wacky Wednesday, the kids get to dance around the gym to their favorite songs and finally fun Friday we play different games with our parachute. We challenge the students each class but make it fun for them to stay engaged.

First, Second, and Third Graders experience music from other cultures.

by [Mr. Heineman](#) (Fine Arts Department Chair)



One activity in which students in 1st, 2nd, and 3rd grades have been partaking since returning from the break has been moving to music from around the world. It's important for them to experience music from other cultures; to do so at an early age is an opportunity that not all kids have. In the exercise, students are given a great deal of freedom when creating their own dances, with one of the few guidelines being that they follow and move to the pulse of the music. After each selection, students take guesses as to the country from which the music hails. India is a place whose music is so distinctive to the

students that they had no trouble identifying it. Words delivered in Spanish provided great clues and astute guesses, while German lyrics and African languages often flummoxed them. Instrumental music was alternatively easy for students to identify (music from France with Accordion) or next to impossible without lots of clues (Peru). One piece inspired Antoine in 3rd grade to do a variation of an Irish jig; this prompted most of the students to guess 'Ireland,' even though the song was actually from South Africa. The students' curiosity regarding aspects of geography seems to have been piqued through the activity, as well.

Getting Frigid in the Art Room with Winter-themed projects

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

The 1st, 2nd, and 3rd graders have been working on winter themed projects for the last two weeks. For these projects students have been using a variety of mediums such as black sharpie, watercolor, tempera paint, masking tape, and salt. I have been teaching the students how to create different values of color by layering, and the students truly seem to grasp the concept. The stand out project so far was the birch trees the students designed. Here the students tore up pieces of masking tape and layered them onto watercolor paper. After they were satisfied with their designs they covered the entire paper with blue watercolor and added kosher salt for snowflakes, which also gave the project a unique texture. When the watercolor dried students peeled off the tape and added the details to the trees. The results were fantastic and the students had a blast working on these projects. Next, the students will be working on a multimedia Northern Lights Winter Landscape, and attached below are some examples of the student work.



Fourth, Fifth, and Sixth Graders learn about Fractions

by [Michelle Bruzesse](#)



Fourth grade Mathematics finished the first $\frac{1}{2}$ of the school year with Fractions! As they wrapped up their multiplication and division units they were eager to jump into all of their fraction basics. With our focus this week to be strengthening our understanding for equivalent fractions, we ended the week on a roll! Literally rolling dice to create fractions, our students had a blast comparing their fractions with their partners in a battle to see who can roll the greater fraction the most.

As we begin the second half of the school year our fourth grade will continue to develop their knowledge for fractions by beginning all of the operations of fractions.

Fifth grade Mathematics wrapped up the first half of the school year in one whole piece! Finishing the marking period off with fractions, our fifth graders tested their knowledge for all

operations of fractions! Taking fractions and now comparing them to decimals, we began our next unit. Decimals! To connect our learning to everyday use, our fifth graders had to budget wisely. Our activity, "Rent – For – A – Day", required the students to rent and return objects around the classroom to try and get the closest to our final budget price. With everything having a price tag on it, some students gave up their desks to reach their budget. The friendly competition had our mathematicians adding and subtracting decimals without realizing it!



The Odyssey of Homer:
8th Grade English

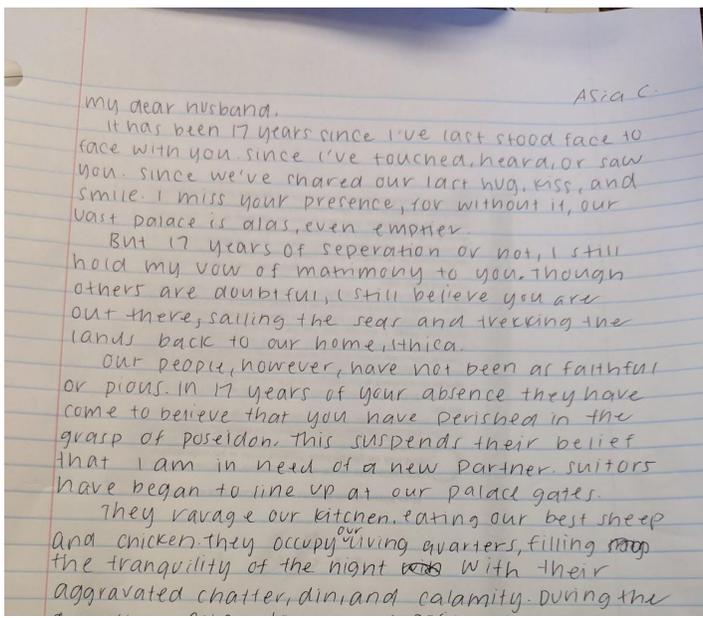
1st and 6th Periods

Tell me the man of many wives...
When is dad coming home?
Come get a wife on Ithaca!
Long journey home

Mrs. Massand Spring 2019

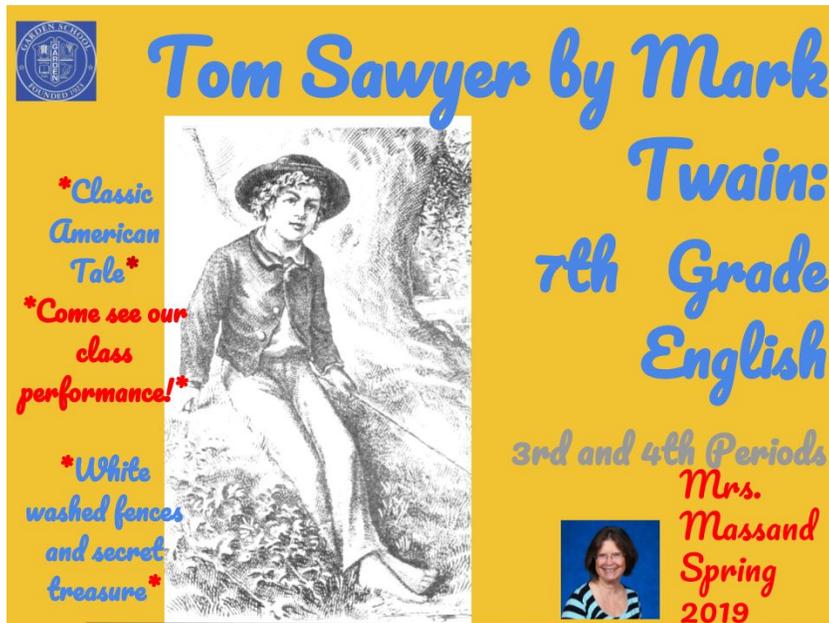
Eighth grade English classes are reading Homer's beloved epic, The Odyssey. We examine the bard's style and content while immersing

ourselves in the culture of his times. Would you invite a beggar into your home? If you were living in Homer's time, you wouldn't dare NOT to invite a beggar in. After all, he might be an immortal in disguise.



With a cast of thousands (or so it seems) and many intertwining subplots and backstories, the epic is the precursor of of the many popular series we enjoy today. Its depth and complexity require the audience's focus and devotion. While immersed in our study of The Odyssey, we will write letters to characters, create a timeline to untangle Homer's flashback technique, craft travel brochures to guide modern tourists through the perils of Odysseus' journey, and engage in an extensive writing project that examines themes, content, style and character.

"An interesting look into mythology!" says Konstantina, one of the eighth grade fans of Homer's classic.



Seventh grade English classes are reading Mark Twain's *The Adventures of Tom Sawyer*. A master of satire, Twain gets us laughing before we finally realize that he is actually talking about our own faults and customs. Students read every

night and come to class with questions

about the structure of the novel and the various tones of the author as he takes us from humor to pathos in this coming of age story. Twain once commented that his novel was a nostalgic look at his own childhood in the early 1800's. Many students observe, however, that his satire could still be true today in the way we navigate

growing up.

We have engaged in several writing opportunities based on the story, examining the concept of satire and its effectiveness in pointing out society's ills. When we finish the book, we will write scripts of scenes based on the novel and perform them for lower school classes. Watch for it!



Learning about Superlatives and Diminutives in Ninth Grade Spanish puts everything down to size.

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

This week, ninth graders learned to apply the concept of superlatives and diminutives. The superlative expresses the idea of "very + adjective," while the diminutive reduces the size of an object. In Spanish, the superlative is formed by eliminating the last letter of an adjective (usually "o" or "a") and replacing it with -ísimo or -ísima. Thus, "bueno" becomes: buenísimo ("very good"), and "bella" becomes: bellísima ("very beautiful"). The diminutive of most nouns can be formed by dropping the final vowel and replacing it with -ito

or –ita, depending on the gender of the noun. For example: “perro” (dog) becomes perrito (“puppy”) while mesa (table) becomes mesita (“small table”). Next week, we will learn the use of the preterit tense to help students express thoughts and ideas related to the past.

The Eleventh Graders are exploring genetic engineering in AP Biology.

by [Marlene Dapice](#) (Science Faculty)



Students are currently studying genetics, from Gregor Mendel, to stem cells, and everything in between. Genotypic and phenotypic ratios have been explored, using both Punnett squares as well as genetically produced corn cobs. Using the rules of addition and multiplication, students determined the probabilities of obtaining offspring of specific genotypes from parents of given genotypes. Genetic mapping, pedigree charts, and laboratory exercises performed by students will further their understanding of the transmission of traits from parents to offspring. Genetic engineering will be explored and discussed, as applications of this technology to the food and medical fields has been on the rise.

Building Towers into the Sky (out of popsicle sticks) in Bioengineering.

by [John Hale](#) (Science Faculty)

The juniors have embarked on their next elective this quarter, Biomechanical Engineering. Engineering is the application of science and math to solve problems. Engineers figure out how things work and find practical uses for scientific discoveries. This will be a project-based course in which students will have the opportunity to practice authentic engineering skills. Students will work in teams to develop, build and test designs to solve various problems. They will learn to prepare appropriate documentation for their designs and communicate the outcome of their projects.

Currently, the students have started their work on creating their Engineering Notebook which will document all their ideas and work. Their first large project is Called Cane Modification. For this, they will need to interview a person that uses a cane to find out their needs of a cane and the parts of the canes that do not meet those needs. They will then need to modify the cane to their specifications.

Can you work? You'll need energy. And some Power. It's standard procedure in our hardworking Physics class.

by [Michelle Bruzesse](#) (Math Faculty)



Our seniors began the third marking period off by WORKING! Introducing Work, Energy, and Power, the students were able to understand and grasp key concepts to introduce them to a very common topic of Energy.

Some of our seniors took advantage of the opportunity and got of the classroom running! Using their knowledge for Power and how to calculate and compare power, our first floor looked like a race track as they compared

the amount of power needed to walk their books to the end of the hallway to jogging their books down the hallway. Connecting physics to everyday moving is a great way to get the students attention and participation!

