



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96: Number: XXI

“Cultivating Success in Every Child”

Friday, March 1, 2019

Thoughts for the Week

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



This week was an incredible one for our school. The performance of «Bully the Bully» took place at the Secret Theatre in Long Island City. As a reminder, this was a production of a play, written in part by one of our students and performed by a group of Garden students. The total performance consisted of various multimedia acts written and performed by professional actors and writers. The theme of the performance was the rejection of hate in our society, whether it be racial, gender-based or personal hatred of others. The subtitle, «Artists against Hate,» captures the essence of the performance. All of this was made possible by Mary Maisano’s connection with the theatre group, which is headed by Israel Martinez, who worked weekly with our students in rehearsals. Mrs. Massand and Mr. Vallario worked daily with the performers to prepare for the show. This was a joint



Thoughts for the week continued . . .

venture between our school and the community, the results of which are astounding.

What was remarkable about the show, which had two performances, one at 1 :00 PM for our school and the other at 7 :00 PM for the community, was the intensity and passions that our students displayed in writing and acting out their roles. The student portion of the play was written by Isabel, and the actors were Rebecca, Francois, Sam, Anastasia, Ava, Anna and Maya. All of our students were wonderful. In fact, they were more than wonderful, they delivered individual and collective performances that were moving, passionate, and intelligent.

The performance explored that various forms of expressing hatred, through bullying in schools through national and international politics, through the refusal to accept another person's gender preference, through sexual predation in the workplace and through historically-based racism. Each piece focused on a single form of hatred, and each piece had the same powerful message: STOP!

That was what was most impressive about the show. There were no consulted socially structured programs being proposed or major political shifts being demanded. The problem and the answers were simple. First recognize what each of us is doing; then acknowledge the worth and

another and finally simply stop engaging in hateful acts. In each element of the performance, it was clear that the first stage in the process of healing was to recognize the hatefulness in the action. Whether it was ignoring the victims of a disaster or of hate speech directed at another. Recognition was the first step in the process. What was clear was that that recognition meant acknowledging the other person's right to exist in the manner he or she chose. Once the emergence of the worth of the other was clear, then the answer to the issues was clear : stop engaging in hateful actions or speech.

There was no denial that hatred, racism, sexism and gender-phobia exist in our world. There was simply the powerful statement that we, as individuals and societies do not have to accept it. There was one strong message throughout the play : do not accept hatred in any form. I hope that our school pushes this message every day, in every class and in every discussion. Hatred has no place in our school, in our society and in world. Yet we all know it exists. Our job is to resist and reject it every time we encounter it. Silence is not golden; silence is the enabler. Our students showed us how to speak out; now let's follow their example.



Garden actors take a bow on stage.

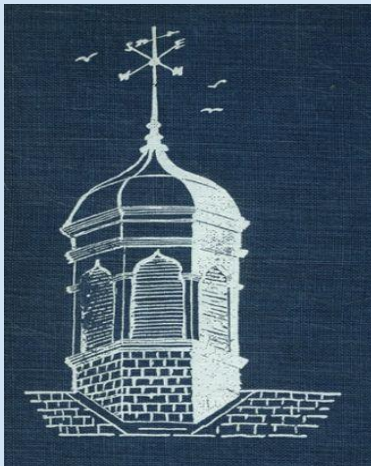
**Bully the Bully:
Artists Against
Hate**

FEBRUARY 28TH 2019

Dates to Remember:



- Friday, March 8: Wine Kick-off for the [Gala](#)
- Friday, March 15: [Faculty Workshop](#) (School Closed)
- Friday, April 5
 - 7th and 8th Trip to See *A Midsummer Night's Dream*
 - [Garden Gala](#) at Terrace in the Park



The theme of the yearbook this year is “Our Fable”. Buy your copy [online](#). Get it at the Yearbook dance later this year!



GARDEN GALA

2019

- *Blue Diamond Ball* -

Anything From Denim To Diamonds

Honoring

- RICHARD GRUSKY -

*Fifty Years of Teaching
at Garden School
1969 - present*

- BOBBI GIORDANO -

*Founder
Bobbi & The Strays
1998 - present*

- BOBBI & THE STRAYS -

*Non-Profit Animal Rescue Organization
New York*

Join Us

TERRACE ON THE PARK

*Flushing Meadows Park
New York*

FRIDAY THE FIFTH OF APRIL

6:30 - 11:30 pm

Cocktails & Open Bar • Hors d'oeuvres & Stations • Silent Auction
Scholarship Pledge • Dancing & DJ

BUY TICKETS NOW

gardngala.givesmart.com



GARDEN GALA

2019

WIN A POOL & PIZZA PARTY FOR YOUR CLASS

Help support the 2019 Garden Gala on April 5 by contributing in any of the ways below.

One Upper Division and one Lower Division class with the **highest percentage** of participation in the below activities will win a Pool/Pizza Party.

Gather points for your class by:

Class Points

10 points each

Pool together funds to purchase a class Journal Ad. Price ranges from \$150-\$1000.

Create a themed class basket for the Silent Auction. Put it together yourself or the Gala Committee can for you. Or, pool together funds to purchase a high-value item for the auction.

Pool together \$135 to purchase a Teacher Ticket for the Gala.

Individual Points

1 point each

Buy or solicit a Journal Ad of any size.

Purchase a ticket to the Gala. This includes Teacher Tickets.

Purchase a 100/\$100 Raffle ticket (TBA).

Donate an item to the Silent Auction.

Make a donation to the 2019 Gala of \$10 or more.



Visit gardngala.givesmart.com for information on these activities. Email us at gala@gardenschool.org if you have any questions.

The winners will be announced the week after the Gala.

[Download the Spring 2019 After School & Foundations Brochure](#)





GARDEN GALA 2019

JOURNAL ADS

The 2019 Garden Gala will be held on Friday, April 5th 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 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 | \$150.00 | <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 |

☐ Class Page Contribution: Grade _____ \$ _____

☐ Email artwork / text to gala@gardenschool.org with Subject: **Journal Ad** -or-

☐ Copy attached ☐ Copy to follow ☐ 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 8th**, 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, email us at 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

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 22nd, 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, email us at 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.

The Blue Diamond Ball “Anything From Denim to Diamonds” Friday, April 5th Terrace on the Park

The Gala Committee is working on donations and journal ads this week. And, we are looking for donations for our Wall of Wine. All of the items featured in our Silent Auction are donated. The donations come from local businesses, Garden Families and Alumni. Do you have a business that might have a service that could be offered? Does your Gym or Yoga Studio have guest passes? Maybe a favorite restaurant that you frequent will donate a gift certificate.

The wine in our Wall of Wine is also donated. Please consider donating a bottle or two this year. Each year, the “Wall” is filled with amazing wine. And, it is one of the highlights of the evening.

Journal Ads are an important part of our Gala. Our commemorative journal features tributes to our honorees, ads from local businesses or from Garden community members who own or frequent businesses. Or, it can be a class ad or a shout out to your child or favorite faculty member.

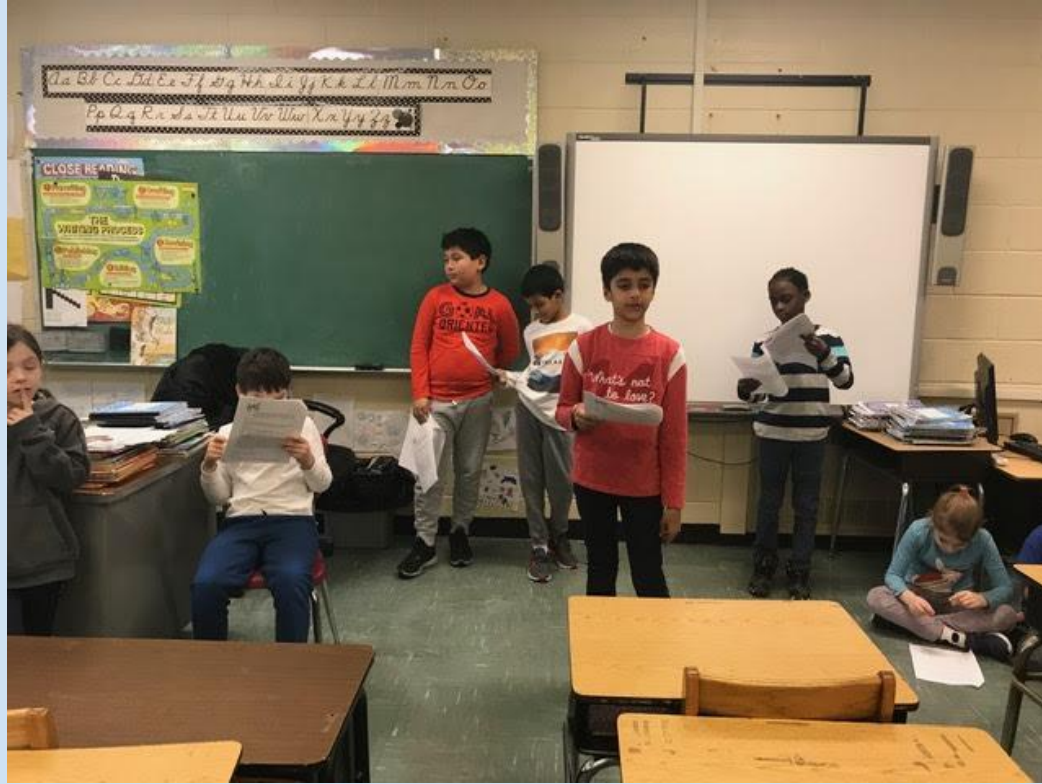
The Gala is a community event, each and every one of you can make a difference by donating an auction gift or taking or soliciting a journal ad or a bottle of wine. Of course, we would love to have you with us at the event. Our invitations are out and tickets are available on our [Gala page](#).

Come and dance to our new DJ. Pose in front of our Step and Repeat and leave with a commemorative photo. All Photo Booth photos will be available on the Gala Page after the party. Our theme is Denim and Diamonds, so use your imagination and mix it up. Send us a photo of what you would like to wear and we will post it on Instagram and Facebook. The Gala Wine Kick Off will be held next Friday, March 8th at 7PM in the Library. The Frison Family will be providing the food and wine, courtesy of Wine Stop and Favela Grill. Be our guest and spend an evening with the Garden Community. Please let us know if you are coming, RSVP to gala@gardenschool.org

Diamonds are, well you know, our best friend! The 100/\$100 Diamond Raffle is back. The odds are in your favor, only 100 tickets are sold at \$100 a piece. The 2019 Diamond piece will be on display at the Wine Kick Off. We are keeping it under wraps ‘til then. Another reason to drop in at the Wine event. 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 Bobbi Giordano, founder of Bobbi & The Strays. Bobbi & the Strays is an animal rescue organization working within the Long Island and Queens communities. We will be recognizing Ms. Giordano for her community service.

Garden Academic Pages:

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



Harjashn as one of the Four Tops



The month of February is dedicated to helping our community. Pre-K for All students learn about important careers that keep our society vibrant and strong!

By: [Mosammat Khalid](#) (PKFA Faculty)

We have been learning about the Community Helpers in the month of February. The children explored who the community helpers are, the various types of community helpers, their jobs, tools, places where they work, and so on. They learned about doctors, nurses, dentists, police officers, firefighters, chefs, mail carriers, librarians, bus drivers, and teachers. Students enjoyed pretending to be different community helpers and acted out their jobs.

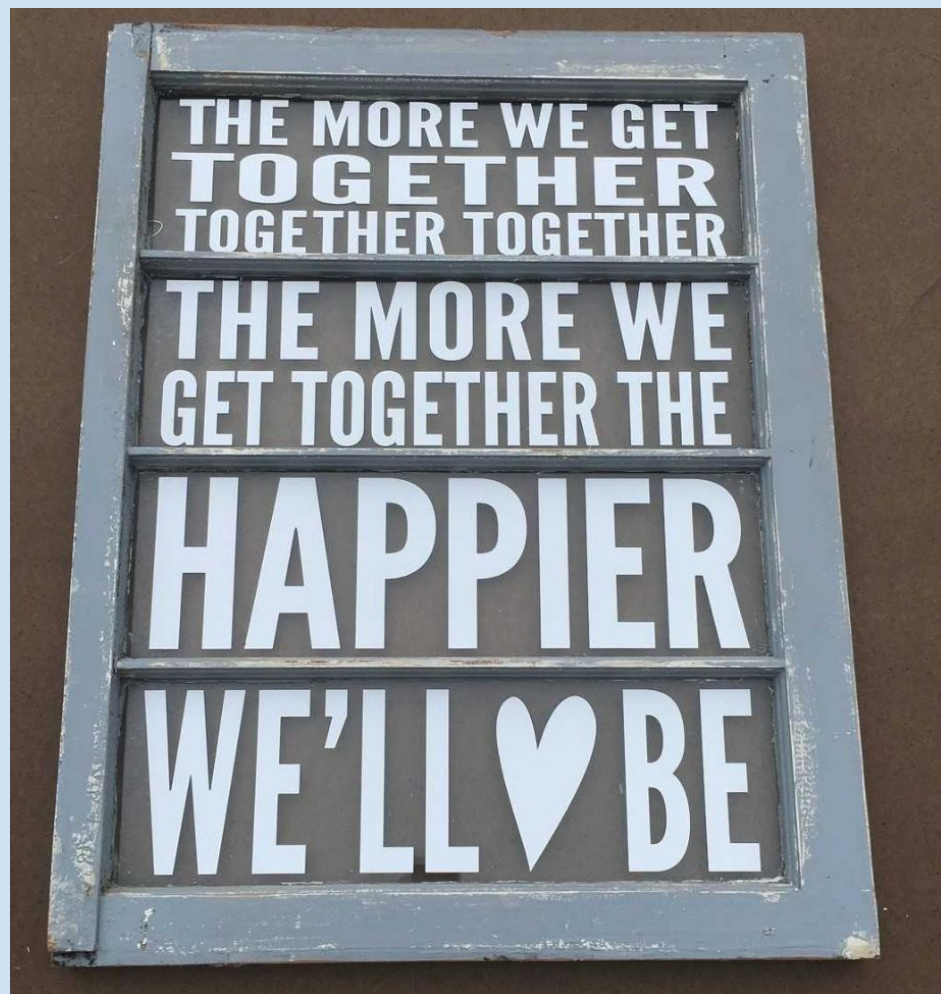
This week, we explored medical helpers and how they help us to stay healthy. We learned about dentists and how they help to keep our teeth healthy. We also learned when and how we need to brush our teeth, what foods are good for our teeth and which are not. The children sorted healthy and unhealthy foods. They made a graph of happy teeth and sad teeth. After exploring different types of community helpers, our students created the chart “when I Grow up, I want to be a ...”



Music education in our Early Childhood program often includes dance, play, and of course joyful singing of songs by [Tom Heineman](#)

In early childhood music, we have learned many dance moves that the classes can perform when moving to music. Students recognize well-known moves if they are called out randomly, such as The Monkey, The Twist, and The Swim and its variants. All early childhood students also are learning how to perform a simplified version of Salsa dancing, rolling their hands, shaking their hips, and doing some easy footwork.

Nursery continues to expand the list of songs they know with the recent additions of 'Blue Tail Fly,' 'The More We Get Together,' and 'Little Bunny Foo Foo.' The catalog of tunes they can perform numbers nearly 20! Pre-K and Kindergarten are learning about musical contrasts such as fast and slow and loud and quiet while they use shakers, maracas, and tambourines. In the near future, they will attempt to play simple independent rhythms and call and response, as well as playing along with some recordings of Cuban jam sessions.



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First Grade rock stars play, work hard, and learn every day - COUNTING beyond 100 days of school.

by [Kristen Ahfeld](#)



This week we celebrated our hundredth day of school. For young children this is a very exciting number and day. We discussed all the learning we have done, our favorite parts of school, and things to look forward to. We commemorated 100 days of school in through a variety of learning activities. The children were separated into groups to make collections of 100 items using classroom manipulatives. They displayed great teamwork as

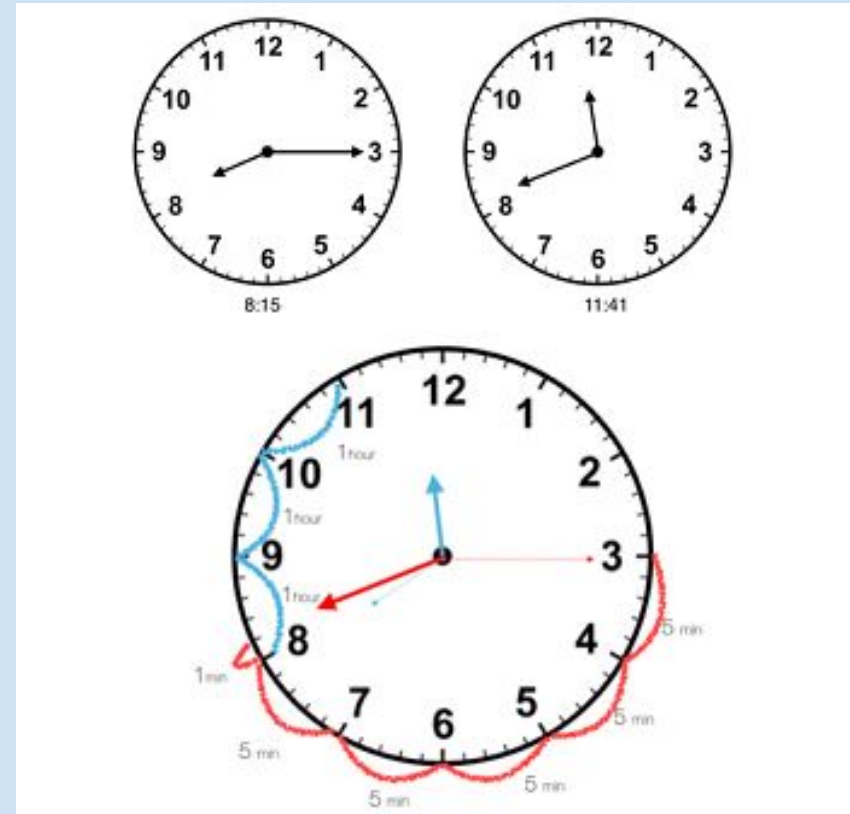
they worked together to make great long lines of 100 objects. A favorite activity was making a tower of 100 cups.

We also incorporated the other areas of curriculum this week to celebrate this milestone. In writing the students created 100 reasons why they love school. In gym they used 10 sets of 10 for stretching exercises. In social studies we learned what life was like 100 years ago. The students greatly enjoyed celebrating the number 100 this week.



Marking time is not just a frivolous matter. It is not just one second after another. Measuring elapsed time is a skill that the Second Graders are learning using technology and participating in classroom activities by [Paula James](#)

The second grade students have been working hard building math skills over the past few weeks. Our focus has been on telling time and learning to calculate elapsed time. Who doesn't want to know how much time is left until lunch? We have been practicing in our workbooks, and playing games to build familiarity with time phrases such as "quarter to" and "half past". Our Math activities extend to morning journal and computer class as well. On Fridays, students have been composing a math word problem in their morning journal. Later in the day, they are able to type and illustrate their word problem in the computer lab. Our class is also putting together a book of word problems on a variety of topics. Some are questions about time and elapsed time, others are multi step, and upcoming ones will include measurement, and fractions. Having the students work on their math problems in the lab, gives them an opportunity to build typing skills, search for images, and practice using Microsoft Word. The children are becoming more efficient in completing their tasks, and enjoy challenging each other with their word problems. Our latest word problems on time are on our Math board in our room. Stop by and check them out.



Read Across America

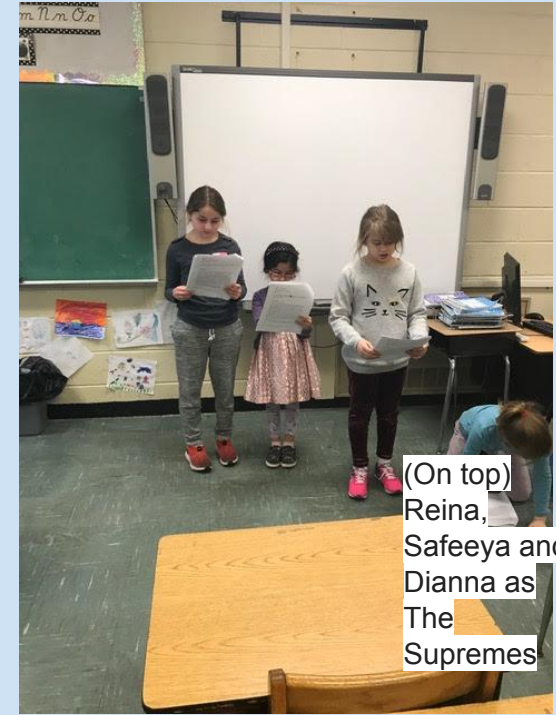




Second grader Christo reads to a student in Nursery.

Reader's Theater in our Third Grade classroom celebrate African American history by [Rachel Vidal](#)

To honor some of the great African Americans during Black History Month, the third graders have been learning about a number of the musical artists during the age of the civil rights movement. Specially, they have been learning about the inspirational Berry Gordy, founder of Motown Records, and his influence on the music business. To make their learning experience more interactive and memorable, the third graders will be performing a play to the second grade class about Berry Gordy and how he began Motown Records, as well as some of his early musical discoveries. The play is titled "Once Upon a Time in Detroit." The list of characters includes Berry Gordy, his father, The Four Tops, The Supremes, Marvin Gaye, Mary Wells, Stevie Wonder, Aretha Franklin (Though not with Motown, she was a good friend of Gordy.), narrators, and MCs. The third graders have been reading about the talented Motown artists and how they became interested in music. They found it interesting that many of them discovered their love of singing as children. Many of them began singing in choirs at church from a very young age. The children have watched interviews of Berry Gordy, and a number of performances of those previously listed (in addition to The Jackson 5, even though they're not featured in our play, they were a big part of Motown, and shouldn't be left out). By becoming each of these people through dramatic play, the children will have a better understanding of who these amazing people are/were. They will remember their names, how they began their journey into the music industry and how they inspired the world with their unique sound at a time that was so difficult for them and other African Americans. Before beginning this project, most of the third graders hadn't heard of Motown or its artists. The children have greatly enjoyed learning about the stars of Motown and their music. (I'd have to say The Jackson 5 has been their favorite, thus far.) The Motown sound has been bringing joy to our classroom all month. The third graders will perform their play in mid-March. We hope to bring a little joy to the second graders, as well!



(On top)
Reina,
Safeeya and
Dianna as
The
Supremes



(To the
left) Andrew
and Kila are
the play's
MCs

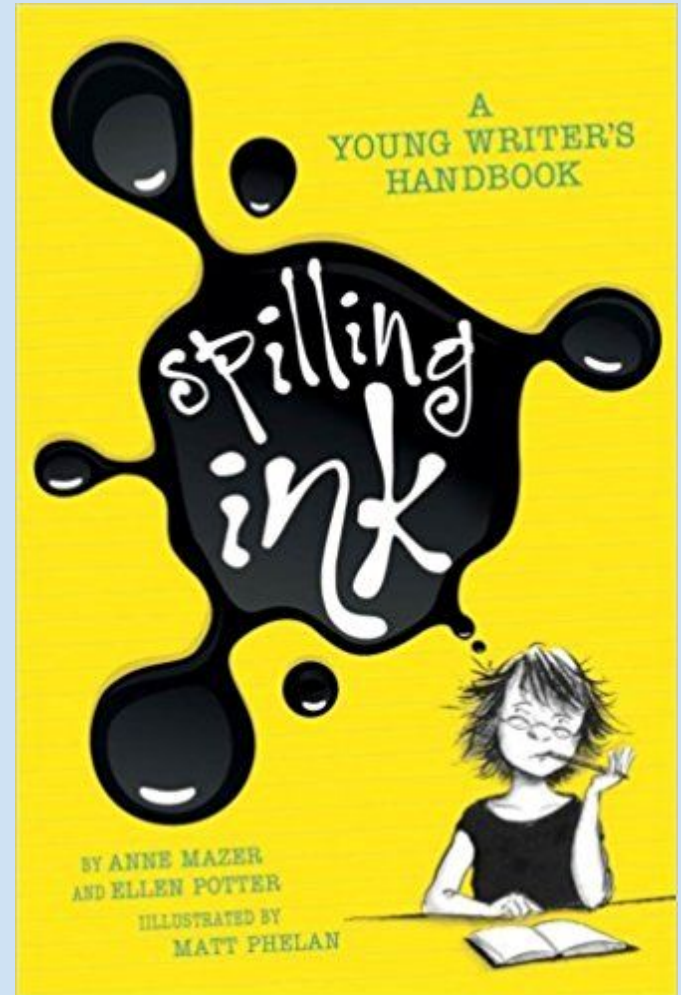
The Fourth Grade Language Arts students grow their writing skills through the reading of great literature!

By [Phillip D'Anna](#)

In the last couple of weeks, the fourth graders have had the opportunity to grow their writing skills. They did not focus solely on the mechanics of writing, though. Instead, they spent time learning the art of storytelling through a creative writing unit.

To start, we read excerpts from *Spilling Ink*, by Ellen Potter and Anne Mazer. This book is a guide for beginning writers. Potter and Mazer taught the fourth graders that stories are driven by imagination. One's ability to dream up a story and breathe life into it comes almost naturally. Young writers are often empowered by their own fascinations and imaginary worlds where anything is possible, but sometimes that isn't enough. Each student is a wealth of knowledge about a different subject matter. Everyone has lived through their own experiences that they've longed to tell others about. Stories cannot exist independent of reality. When we combine our imaginations with the knowledge we've gained through experience, stories are born.

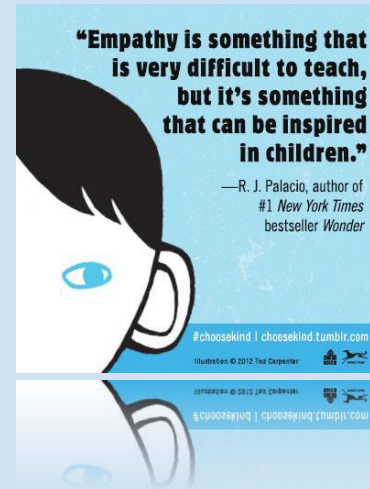
In this unit, fourth graders read short stories and learned to recognize the essential elements of each one: characters, setting, problem, solution, and a clear beginning, middle, and end. This unit has helped to not only develop an understanding of story elements and the writing process, but it also has encouraged creativity and imaginative thinking that was supported through writing. Each student explored their favorite genre of storytelling, pulled from their own interests and experiences, and developed their ideas until they created wonderfully constructed tales!



The Fifth Grade Language Arts students read and discuss ideas surrounding empathy based on R.J. Palacio's novel *Wonder*.

By [Phillip D'Anna](#)

Author R.J. Palacio quotes Dr. Wayne W. Dyer as saying, “When given the choice between being right and being kind, choose kind.” This quote embodies one of the major themes of the class’s most recent novel, *Wonder*. The story is told through various perspectives – that of the main character August Pullman, his friends Jack and Summer, his sister Olivia, and others. Though each person tells the same story with their own little twist, they all learn the same lesson: kindness matters. The fifth grade has been studying this novel for the last few weeks. The concept of perspective is interesting for fifth graders to understand because it highlights the fact that two (or more) people can experience the same event so differently. We have had many conversations in class about empathy and what it means to put oneself in another’s situation. As we read the different perspectives, the students were able to notice the glaring similarities and differences between each character’s experiences. I hope that, by reading this book, the students will be more introspective about their own character, and learn exactly what RJ Palacio is trying to communicate: choose kind. As we concluded our reading of *Wonder*, we began to focus our efforts on essay writing. We explored different methods for writing introduction and conclusion paragraphs – some students included inspiring quotes while others offered insightful reminders and challenges for readers. Essay writing will be a major component of the sixth grade curriculum next year, so the classes will continue to refine their written explanations through the third and



The Sixth Graders discuss the essential question of what makes a perfect place to live in their reading of the classic dystopian novel *The Giver* by Lois Lowry by [Phillip D'Anna](#)

What makes a place perfect to live? Is my idea of perfection the same as the next person's? Does that perfection grant me the freedom to live the life I want to? These are some of the ideas and questions that the sixth graders have been discussing during our most recent unit in language arts. While reading *The Giver*, the classes have analyzed the aforementioned themes and truly considered what their lives would be like in a community like Sameness. They challenge the Committee of Elders' decision to establish a world without free will, choice, weather, and many other aspects of our own daily lives. As we read continue to read this novel, the students find themselves arguing that such a "perfect" place is actually more dystopian than it seems.

The exciting part of this unit is how one novel has become the driving force for an entire study of utopian/dystopian societies. In addition to reading *The Giver*, the students will read another novel from Lowry's quartet, watch and analyze *The Truman Show*, read several short stories including "The Lottery" and "Harrison Bergeron", and, later this spring, develop their own utopian society. Throughout this unit, the sixth grade will evaluate the importance of laws and government, the necessity of a "social contract", and the value of tradition. Ultimately, each person will form their own ideals.



The Seventh Graders look at natural selection and the process by which animals evolve over time. by [Rhonda Sarrazin](#)

Seventh Grade Life Science students have been busy this quarter. We have completed our study of genetics and Darwin's Theory of Natural Selection. Students designed an experiment to predict how environmental conditions would affect natural selection in mice habitats. They learned that mice whose coloring adapted for the environment were more likely to survive. Students also completed a project to interpret data on amino acid sequences in proteins and how this helps scientists identify a species. Students also completed a report on a dog breed and explained how breeders select for a particular trait. We have also completed a unit of study on bacteria, viruses, and fungi. We are now beginning our study of the human body by review the body systems and more specifically the skeletal and muscle system.



The Eighth Graders go sky high studying rocket science through a discussion and reading of Homer Hickam's novel *October Sky* by [John Hale](#)

The Garden School 8th Graders will start their work on coordinating school-wide projects centered around the book *October Sky* by Homer Hickam. This is a nonfiction story about a group of boys from a coal-mining town in West Virginia. After the launch of Sputnik, the boys started to study rocketry. The book takes you through their hard work to design, build, and launch their rockets. Their hard work pays off when they win the National Science Fair.

To help them learn more about these self-motivated students from West Virginia, the students will investigate the Rocket Boy's and Appalachian life from different aspects. In English, they will read and analyze the book. In History, they learn about the Appalachian culture. In Science, they will investigate rockets and then build and launched rockets of their own.

This will culminate in the 8th graders teaching three topics to the K through 3rd grades. The topics to be taught are the will center around the 50th Anniversary of humans first stepping foot on the Moon, and the celebration of the ending of the Mars Rover Opportunity's mission of 15 years. The 8th graders will design their own lessons and present them to the lower division in later April to early May. They will also help the younger students build their own rockets and get a chance to launch them in the field.



Rhonda Sarazzin

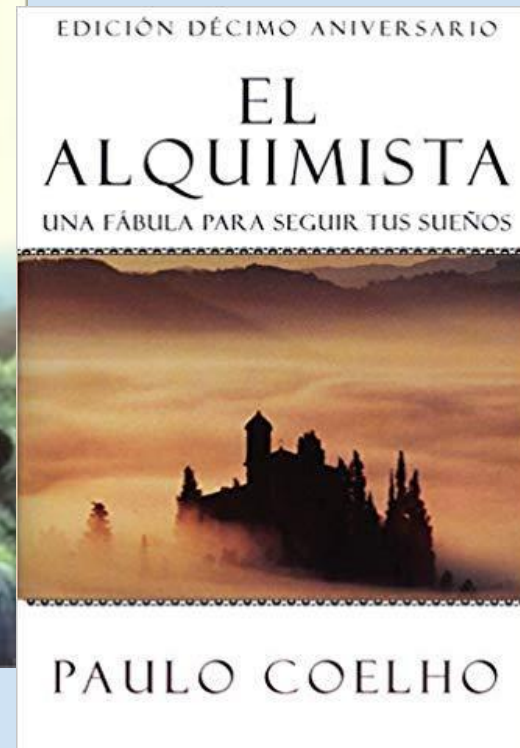
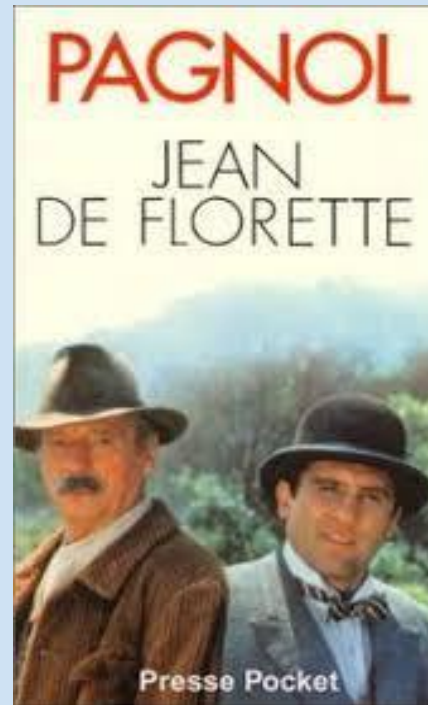
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In our Upper Division World Language classes, French IV students read *Jean de Florette* by Jean Pagnol and Spanish IV students read *El Alquimista* by Paulo Coelho.

The Eleventh grade French IV class is currently reading its second novel of the school year. *Jean de Florette* is the gripping story of Jean, a city dweller, who has inherited a farm from his uncle in a small village in Provence, France. When Jean and his family move into the farm, they struggle to survive in a society where outsiders are not easily accepted because of stereotypical notions about them. Although Marcel Pagnol published this novel half a century ago, the students in the class were quick to grasp and interpret the author's socio-political message: the rejection of foreigners by many societies throughout the world--a message that continues to resonate in the 21st century.

Students in the Spanish IV class are currently reading, *El Alquimista* by Paulo Coelho, one of Latin America's most popular writers. It is the story of Santiago, a young shepherd from Southern Spain, who sets on a journey—both physical and allegorical—to Northern Africa in search of a hidden treasure. His experiences teach the students the importance of listening to their “inner-selves”, the significance of interpreting signs encountered throughout their personal journeys in life, and the value of pursuing their dreams. Originally written in Portuguese in 1988, *El Alquimista* has been translated into almost 70 languages and has sold over 65 million copies world-wide.

by [Agustín Melara](#)



The Golden Age Of Rome: Caesar Augustus Assumes Power

by Richard Kruczek

We are currently studying Rome's transition from republic to empire. This change was personified by the first "Imperator," Caesar Augustus. Much like the teachers here at Garden, he was a man who wore many hats; unlike the teachers, he ruled the world. He was a man of the people; ruler of the army; first citizen; and just a heck of a good time, all around. He set the blueprint for the efficient governance of an empire; and Rome flourished under his guidance.



The Revolution Was Not Televised: France, 1789-1795.

by [Richard Kruczek](#)

The class has begun its study of the French Revolution. It is a revolution in the most literal sense of the word. The entirety of French society and its ages-old traditions vanished in roughly three years. But we must all remember the words of the Zen philosopher Basho, who once wrote, "A flute with no holes is not a flute, and a donut with no hole is a danish." We must also remember those of Edmund Burke, who witnessed the horror and slaughter of the Revolution and ascertained that a society cannot be overturned overnight without extreme backlash. Within 4 years of the Revolution's end, France had a dictator; within twenty, a king, once again. Slow and steady wins the race, or at the very least avoids the guillotine.



Julian R. in Second Grade Has Made a Riddle:

Sixty-five people came to the hotel on Monday. Then on Tuesday, ninety-six people came to the hotel. And on Wednesday twenty people came. On Monday there were also groups. In each group, there were nine people. There were nine groups. How many people went to the hotel in all?

Can you guess the answer?

