



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96: Number: XXIII

"Cultivating Success in Every Child"

Friday, March 22, 2019

Thoughts for the Week

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



Recent events in New Zealand and Holland have once again raised the horrible specter of mass killings, resulting from blind and irrational hatred of others. Too often in recent years, this type of action occurs across the globe and challenges our sense of who we are and what we want to be. These crimes, spawned by blind and ignorant rage, force all of us, and in particular, school leaders, into a re-evaluation of what we do and why we do it.

Coupled with these acts of physical violence is the preponderance of angry and hateful discourse that seems to dominate now and control of public and seemingly private means of communication. All day long, the news is filled with angry commentators and angry politicians who no longer discuss an issue or even defend a position; instead, they criticize each other in the harshest terms. When I studied classical rhetoric at Fordham University, we were taught that in the ancient world the lowest form of argument was the ad hominem attack, i.e., the personal attack rather than

(continued on the next page)



"We are the most diverse independent school in New York State. For us to embrace meanness and hatred is to reject our own identity." - Dr. Richard Marotta

Thoughts for the week continued . . .

an attack upon the idea or the position. That seems to be lost in our society. Today the President tweets out something harsh, and then the media spends the entire day attacking him; then he retaliates, and then the media spends the entire day attacking him. And this goes on and on. There is no substantive discussion of immigration, racism, gun control, environmental issues, the economy, and foreign policy. There is merely a back and forth strategy of attack, mock, scorn, and deflect. We as a society have lost our public voice and have surrendered to the lowest level of discussion: the personal attack.

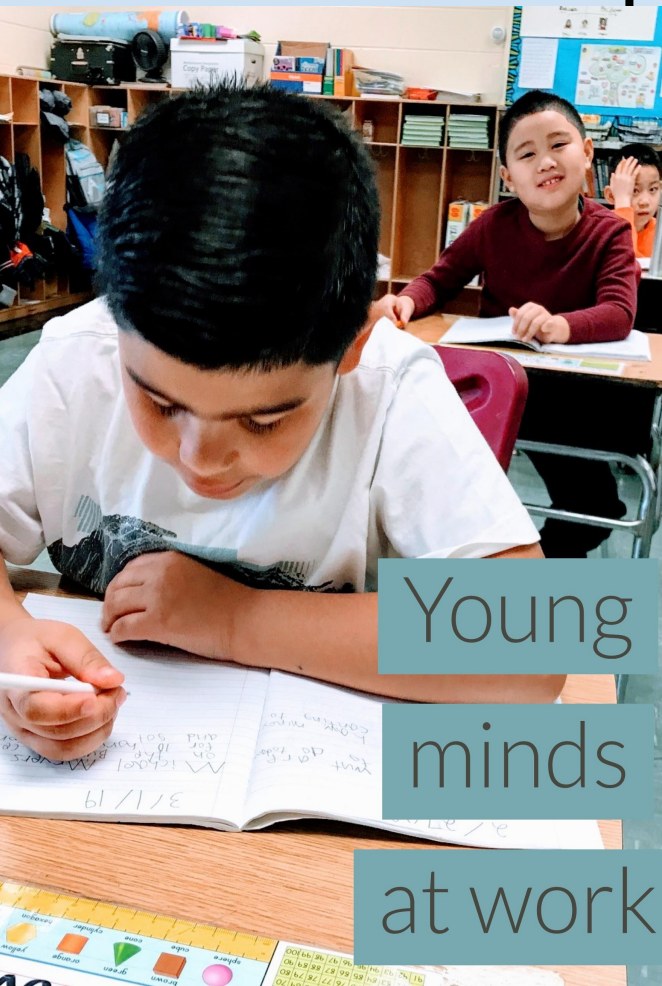
What can schools do in this environment? We are, as I have written before, counter-cultural agents. On many issues, we have to push back against our cultural attitudes, such as mindless video-violence, endless and deceitful consumerism, deflective political discourse, fake definitions of success, fake definitions of learning, and 'fairness' in general.

Each day at Garden School, we have to stand against hatred, lies, and simple-minded reduction of issues. Each teacher has to lead her or his class in real and substantive discussions of whatever topic is under consideration. Each

teacher and student has to reject hate speech, mockery of others, reducing others to objects; and, instead insist on civil and kind language in every classroom and hallway. It is the responsibility of every individual in this building to insist on these values. We are the most diverse independent school in New York State. For us to embrace meanness and hatred is to reject our own identity. We are the living proof that diversity, (the natural condition) works and is to be treasured. Not that individuals won't have differences; they will. But those same individuals have to demand from themselves and each other that those differences be aired in a civil and kind atmosphere.

When John Lennon wrote that if you want a revolution, then you have better change yourself first, he was correct. By insisting on kindness and civility for ourselves, we begin to create and sustain an environment in which those values grow from individual ones to social and collective ones. Since we can no longer depend on public officials or the media, we must rely on ourselves and our colleagues. As a school, we can strive toward resetting the tone of our lives each day. If we never forget who we are and if we insist on the values of kindness, honesty, and truthfulness, then we will remind our society what it needs to become.

Dates to Remember:



- Monday, April 1: Q4 begins
- Friday, April 5:
 - 7th and 8th Grade Trip to *See A Midsummer Night's Dream*
 - [Garden Gala](#) at Terrace in the Park
- April 11-14: Model UN Trip to Cornell College
- Monday, April 15-20: Upper School Trip to Nantucket
- May 7 and 8: PTA Book Fair in the Library

The 2019 Garden Gala is FOURTEEN DAYS AWAY

See you at the Gala on Friday, April 5 at Terrace on the Park from 6:30-11:30 pm

Table are filling up!

If you haven't bought your tickets yet, [do so as soon as possible](#).



GARDEN GALA
2019

- *Blue Diamond Ball* -

Anything From Denim To Diamonds



Diamonds -ARE- Everyone's BEST FRIEND

THE 2019 GARDEN GALA

100/\$100

Raffle



Only 100
tickets at
\$100 each

The odds are in your favor! Win this stunning Diamond & Sapphire Necklace for just \$100. Buy tickets at www.gardngala.givesmart.com

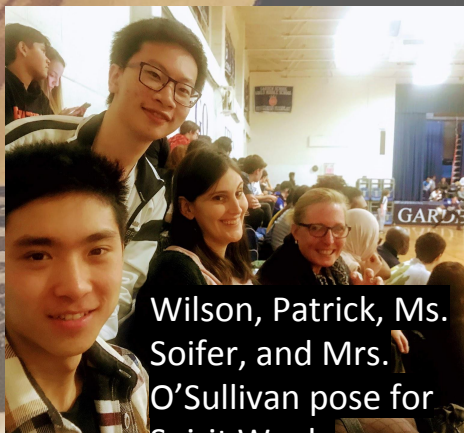
Garden Academic Pages:

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



Mr. Ortiz gets spirited for the Lower School celebration of the rainbow's prismatic colors!

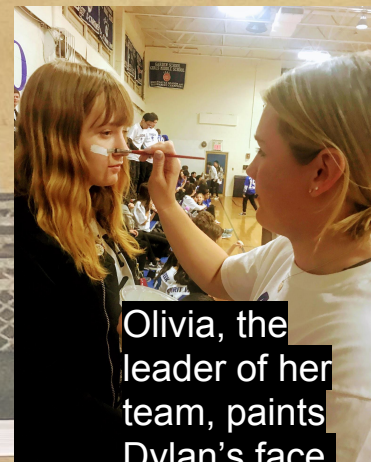
Upper School students showed school spirit this week! Thank you to Fanta's parents for providing the tee-shirts!



Wilson, Patrick, Ms. Soifer, and Mrs. O'Sullivan pose for Spirit Week!



In Medias Res: Tug-o-War



Olivia, the leader of her team, paints Dylan's face

Happy Book Face Friday

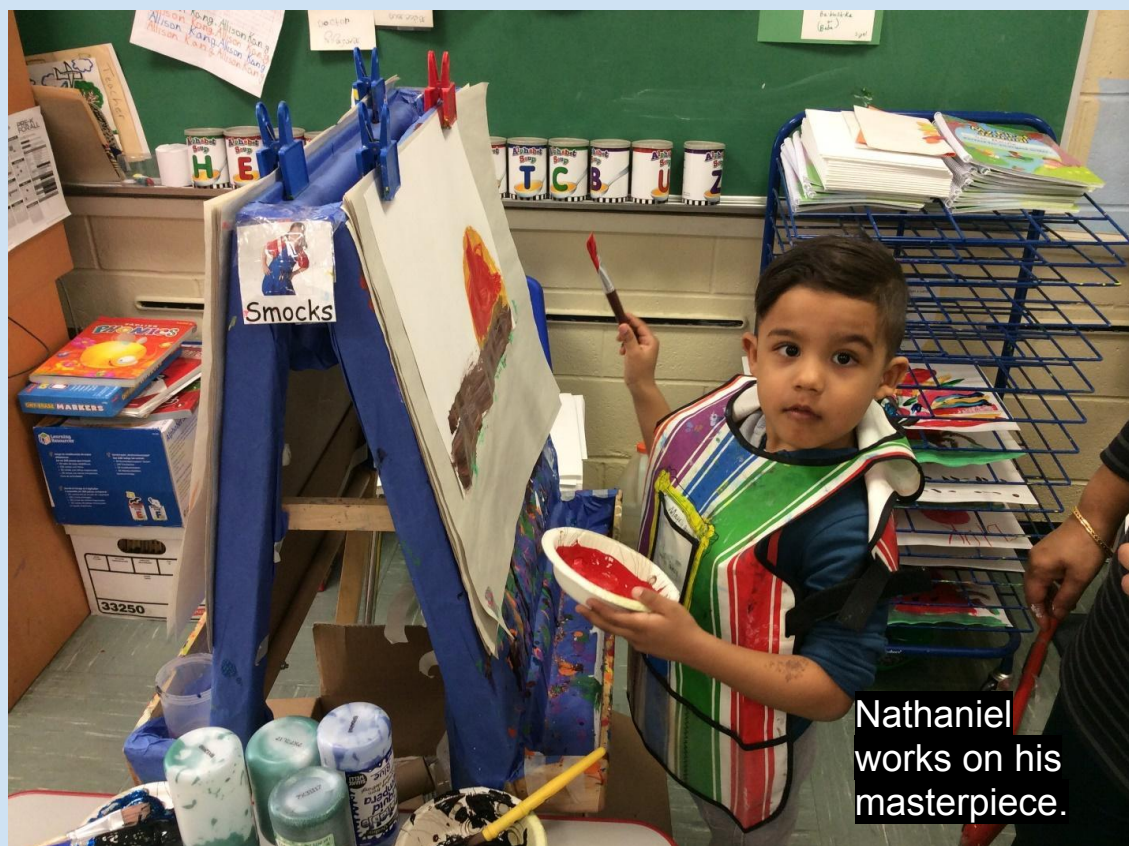


Fanta in 11th
Grade channels
her inner YA novel.

Pre-K for All Students are All Works of Art

By [Miguel Ortiz](#) (Pre-K for All Teacher)

Throughout the month of March the children have been learning about books by participating in weekly author studies. This consists of some of the classic work of Mo Willems, Dr. Seuss, and Eric Carle, just to name a few. This week in particular we have been preparing for next week's art show. On Friday March 29th, the children will have the opportunity to share some of their favorite stories and authors with parents as well as display their masterpieces that they have worked so hard on.



Nathaniel works on his masterpiece.



Ms. Yandow 's kindergartners celebrate all the colors of the rainbow!

"It takes sunshine and rain to make a rainbow. There would be no rainbows without sunshine and rain."

Welcome Spring!

By Joanne Vogel (Nursery Teacher)

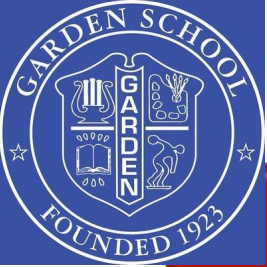
The nursery class was happy to say, "Farewell to Winter," and begin to discover the season of Spring with the reading of the book, *Hello Spring*, by Shelley Rotner. Opening with a child looking out a frosted window and ending with a group of children running in beautiful green grass and flying colorful kites under a blue sky, the book moves us through the seasons. Spring, hopefully, is that "pot of gold" that began at the end of our "Rainbow week!" The children reminisced about all of the colors discussed and worn each day!

Our nursery students began the school year by establishing daily routines, among them good hygiene practices. We continue to review these through reminders to "cover coughs and sneezes, use tissues, and wash hands." February, Dental Health Month, presented the opportunity to discuss and demonstrate brushing teeth, eating healthy foods, and visiting the dentist!

Music, movement, and Mandarin lessons reinforce the ideas of healthy bodies and healthy minds. Physical movement helps us give our brains a quick break, helps us follow directions, and assists in improving fine and gross motor coordination and skills. We are looking forward to lengthening outdoor time for playground activities such as jumping, climbing, and sliding under the cherry tree. The seasons change, and so do we!



The nursery class made and ate edible rainbows!



Food & Things

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On Sale!

pocky

Wednesday, March 27th

**Japan Club
Bake Sale**



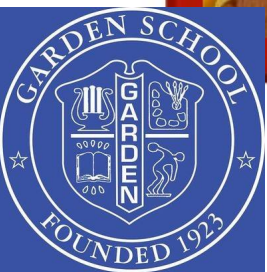
The Japan Club will be having a bake sale on Wednesday, March 27, throughout the school day. Please remember to bring money for the extensive assortment of food that we will offer.



There will also be handmade ghosts, writing supplies, and items with popular Japanese characters!



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In Our Art Education Program, Students create their own versions of Georgia O'Keeffe's floral-inspired masterpieces.

by [Christopher Zelles](#) (Art Teacher)

The First, Second, and Third graders have been doing fantastic work this quarter, and their latest project is no exception. In celebration of Women's History Month students have been learning about Georgia O'Keeffe, and her many contributions to the art world. Students learned how she empowered women to believe in themselves, and to never let being scared get in the way of following their dreams.



For the project students analyzed several Georgia O'Keeffe flower paintings, and learned how she used abstract as a way to inject emotion into her work. Students chose a painting they liked and drew the flower in color pencil on a 8.5 x 11 inch piece of paper. Students then redrew that flower on a 12x12.5 inch piece of paper and painted it using watercolor, utilizing the skills they have developed on previous projects. The kids are having a great time working on this project, and it is wonderful to see students art abilities grow and the year goes forward.



Duke Ellington's Big Band Songs and More in Our First, Second, and Third Grade Musical Education Program

by [Tom Heineman](#) (*Chair of the Fine Arts Department*)

An overarching goal in music classes throughout the school is to familiarize students with great music that they might otherwise never have occasion to hear. First grade students have been listening to various instrumental Jazz recordings, covering eras from the 1930s onward. On first listen, they try to determine whether the music is slow or fast, quiet or loud, and cheerful or sad. Students then suggest an animal that seems to reflect those characteristics based upon the music's speed, volume, and mood, and then mimic the animal's movements while the recording is played again. Through this exercise, they are simultaneously listening to, learning about, and moving to Jazz! One of the great musicians and band leaders that they have listened to is Duke Ellington, an artist who is also recognizable to the 3rd grade students. Third Graders had an illustrated book on Ellington in the classroom, so I created a biography of the first half of his career to accompany the images. Students read through the biography, and listened and danced to some of his music. The class also watched an instrumental, Ellington's big band TV performance of the tune, 'Satin Doll,' counted the number of notes of the wonderful piano, trombone, and trumpet lines, and put words to each of them. The Third grade class can sing an entire 32-bar chorus along with the performance when split into four groups (saxophones, trumpets, trombones, and piano). Very cool!

Second grade students have created all of the sounds for their sound project. We have a completed video, which they thoroughly enjoy viewing, uniting their audio with an animated movie. Some of their sounds were quite clever. I combined their impressions of a car engine using their voices with the sound of them rapping their knuckles on their desks to fully simulate the engine noise.

They also used the pages in workbooks to recreate the sound of a bird in flight. In the near future, students will give voice to the characters in the video which will be combined with their sounds for the final product.

Seventh and Eighth Graders play out the drama of William Shakespeare's *A Midsummer Night's Dream*

by [Nancy Massand](#) (Dean for Seventh and Eighth Grades)

A few days ago before homeroom I heard a seventh grader racing down the hall pursued by one of his friends, yelling at the top of his lungs in Shakespearean English. "I love thee not! Therefore pursue me not!" From whence doth this strange language come?

The 7th and 8th graders are reading Shakespeare's beloved classic, "A Midsummer Night's Dream." Replete with teenage love, magic and a man with a donkey's head, it's a delightful introduction to works the students will be reading as



Nick Bottom in Shakespeare's play *Midsummer Night's Dream* provides comic relief.

they pursue their literature studies in high school and college. Since the bard intended his works to be seen on the stage rather than read, we will all see a professional production at the A.R.T. theater in Manhattan when we are done with the close reading. Armed with a knowledge of the plot and awareness of the culture of the times, students will better appreciate the play as it was intended to be experienced: close-up and live. More to come on that in a few weeks!

"I love thee not! Therefore pursue me not!"

Problems Concerning the Pluperfect Tense Usually Involve Getting Somewhere but by the Time You Get there It's too Late!

by [Agustín Melara](#) (World Languages)

Many students are unfamiliar with the pluperfect tense, but we use it all the time in English, Spanish, French and other world languages. In our Ninth Grade Spanish class this week, I wanted my students to expand on their ability to communicate in Spanish at a more advanced level. As a language teacher, getting kids to understand past, present, and future is one thing but the goal this week was to discuss in Spanish what *had taken* place before another action occurred in the past. This grammatical structure is known as the pluperfect. For example, can you identify the pluperfect in the following sentence? "I had waited for Daniel R. for fifteen minutes when he came to me and said: 'Lo siento, Señor Melara. I was having too much fun at Badminton practice'". (The answer is: **had waited**). Next, we will study the difference between the active voice and the passive voice.

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The Pluperfect

I had walk ed	(Yo) había camin ado
You had walk ed	(Tú) habías camin ado
You had liv ed	(Usted / Él / Ella) había viv ido
He / She had liv ed	
We had liv ed	(Nosotros) habíamos viv ido
You had eat en (Sp)	(Vosotros) habíais com ido
You (pl) had eat en	(Ustedes – Ellos) habían com ido
They had eat en	

PAST
PARTICIPLE
AR -> ADO
ER, IR -> IDO

I use conjugation charts (like the one to the left) to help students memorize the verb endings for each tense we study.

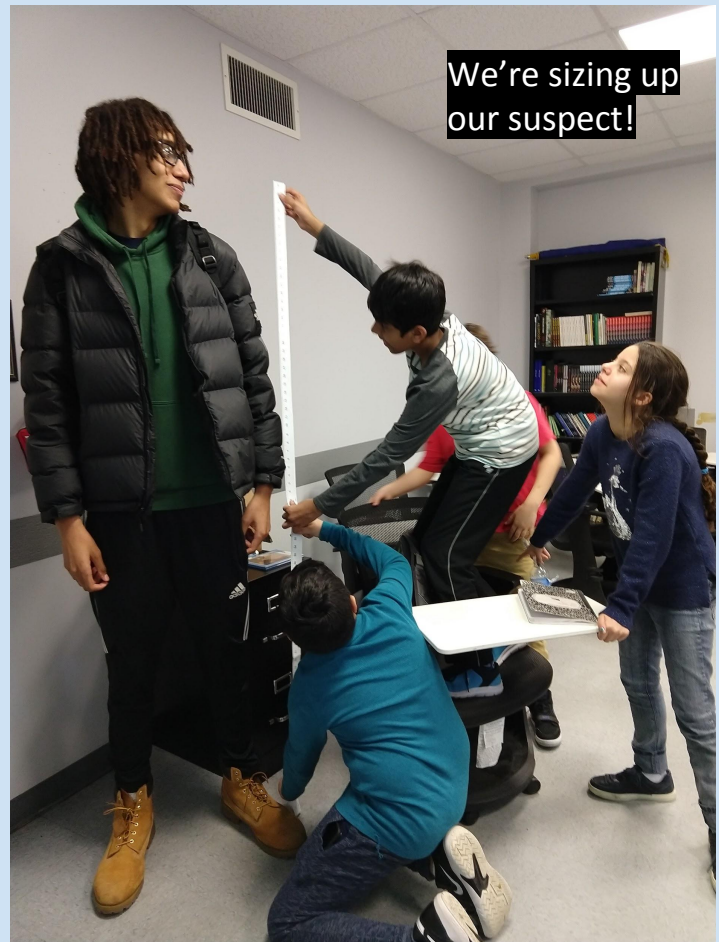
The Case of the Sixth Grade Class's Stolen Computer

By Sarah Blakeley (Math Teacher)

This past Monday sixth grade was shocked and appalled to learn that over the weekend a thief had broken into Mr. Battaglia's office and made off with his laptop. The thief entered via the window, leaving a single footprint in the mud outside. The thief was quite canny. Nothing was caught on the security cameras, and there were no fingerprints left on the scene. The only clue that was left was the footprint. Shock! Horror! Who would do such a thing?! ...well, actually, that is a great question. Luckily 6th grade has been learning about ratios and proportions, so we decided to take the case! Over the course of the week sixth grade studied the relationship between shoe length, height, age, and gender. They use their knowledge of ratios, solving proportions, averages, and data collection to examine a pool of suspects. Lo and behold, using only a single footprint, sixth grade was able to create a profile of our suspect. In a shocking plot twist, it turns out the thief was a member of our own 6th grade!



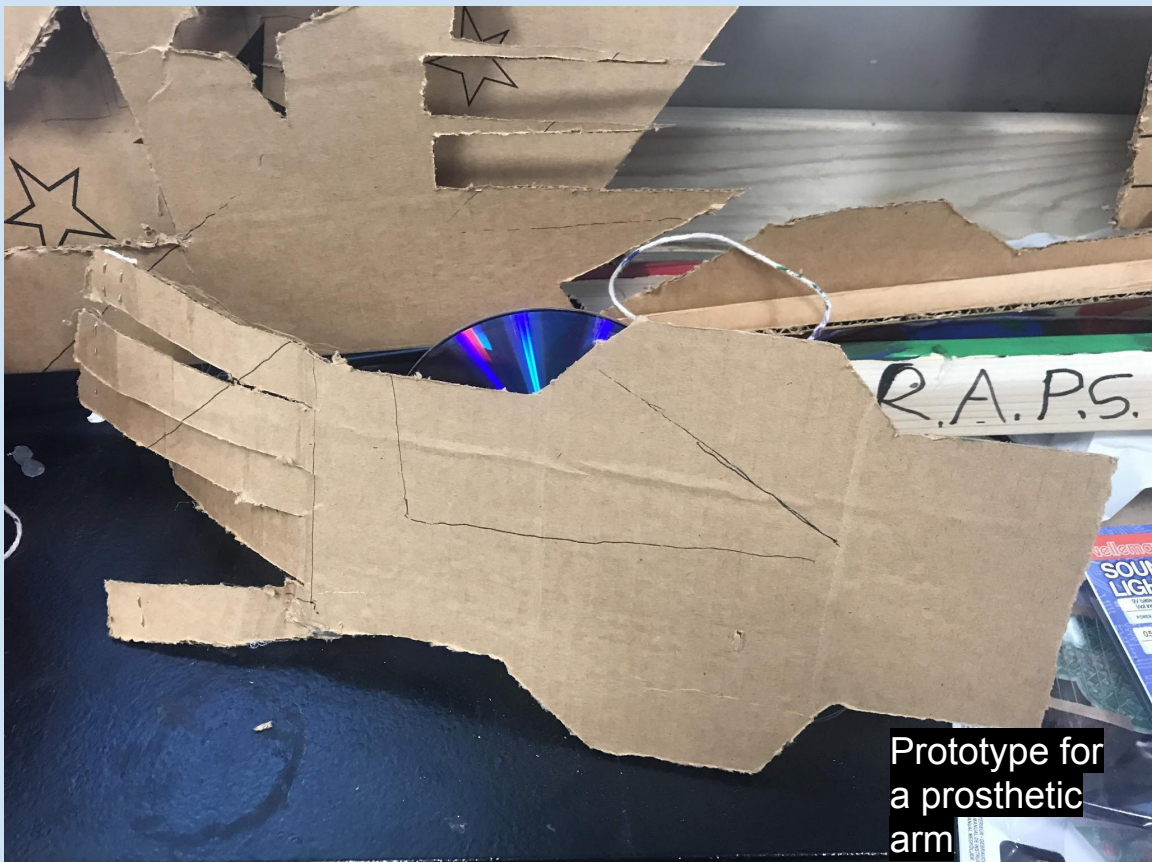
The Sixth Graders
used evidence,
mathematical skills,
and a very tall Senior
to solve the crime.



Eleventh Graders Learn the Biomechanics of Engineering a Prosthetic Arm

By [John Hale](#) (Science Teacher)

The Engineering students have been hard at work designing and building different biomedical apparatuses. One of the focuses of the Engineering class is for the students to design and build working models of the tasks they are given and keep accurate notes and testing of these models. They just finished a Robotic / Prosthetic hand building project that needs to be able to pick up a cell phone and turn it over without dropping it. Currently, they are working on designing a life vest for a small dog that will help keep the dog's head out of water. In two weeks, they will start work on designing and building an alternative to using crutches.



The Fourth and Fifth Graders take a Trip to Manhattan to See Mathematics in Action at MoMATH - the Math Museum!

By [Michelle Bruzesse](#) (Science Teacher)

Thursday, March 21st, our fourth and fifth grade students took Mathematics on with a different view at MoMath! With both grades working on their geometry units, this was a great opportunity for them to see all the fun shapes and patterns we learned so far in person at the museum.

Some topics that were reinforced throughout the trip were all of our different polygons, angles, symmetry, and tessellations. The fourth graders took the Coaster Rollers by storm, as they learned that rolling over acorns isn't so bumpy after all, as long as they all have the same diameter. As the fifth graders took their best shot with angles and tried to make free throws with hoop curves! We also discovered that by using the proper lighting, you can make 3D figures with polygons.

Some other activities included puzzles and brain teasers as well as drawing our best symmetrical patterns and the magnetic tessellation wall. All in all, the MoMath trip was a success as our students had a blast and are ready to conclude their geometry units!



*"Can you ride a bicycle with square wheels?
Yes!"*

- Milo E (5th Grade)



In Our Early Childhood Program Kids Love Wacky Wednesdays and Parachute Fridays. Learn Why!

By [Flance Dervishi](#) (Physical Education Teacher)

We feel extremely happy and proud of the Pre-K and Kindergarten kids because they've been working very hard this year and are challenging themselves in our Physical Education program. They've been learning a lot of new skills from catching the proper way, now we are breaking down the proper way of throwing, balancing objects on their bodies while walking, running, or bowling. On Tuesdays, we have continued with our "Tumbling Tuesdays," where the kids learn different types of rolls, creative ways to challenge their motor skills. On Wednesdays, their favorite Wacky Wednesdays, where the students have fifteen or twenty minutes of exciting instructional music. Parachute Fridays, where the students play many games with the parachute, This helps build upper torso motor skills along with reinforcing turn-taking and sharing.

THE MORE THEY BURN THE BETTER THEY LEARN



YOUR
CHILD

AMOUNT OF
ACTIVITY

VARIOUS
ACTIVITIES

ACADEMIC
ACHIEVEMENT

Did you know that kids who are physically active get better grades?

Research shows that students who earn mostly **A**s are almost twice as likely to get regular physical activity than students who receive mostly **D**s and **F**s.

Physical activity can help students focus, improve behavior and boost positive attitudes. Do what you can to help your child be physically active, be it running, biking or swimming. Any type of physical activity is good, and 60 minutes a day is best. Their grades will thank you!



SOURCES |

CDC. Physical Inactivity and Unhealthy Dietary Behaviors and Academic Achievement.

CDC. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. DHHS; 2010.

FOR MORE INFORMATION, VISIT
[MakingHealthEasier.org/BurnToLearn](https://www.makinghealtheasier.org/burntolearn)

AP Biology is All About the Electrophoresis

By [Marlene Dapice](#) (Science Teacher)

Students performed gel electrophoresis and a simulated genetic screen which dealt with the recessive genetic disease called cystic fibrosis. They learned how to pour gels, load samples, set up the apparatus, run and stain the gels. They are in the midst of analyzing their results and completing their reports. Students have also been studying Hardy-Weinberg equilibrium and how it relates to allele frequencies in an idealized population.

Can we talk about how Physics is Full of Energy (and so is our class)?

By [Michelle Bruzesse](#) (Science Teacher)

Focusing our studies on the States of Matter and how they link to Physics as well as Sound Waves. As the students' eagerness for college is beginning to grow, they are learning some important keys to success, such as working collaboratively to complete weekly assignments at hand. Going into the seniors last marking period at Garden, we will be wrapping up our studies with Light waves, lenses, reflection and electricity!