



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96: Number: XXX

"Cultivating Success in Every Child"

Friday, May 24, 2019

Thoughts for the Week

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

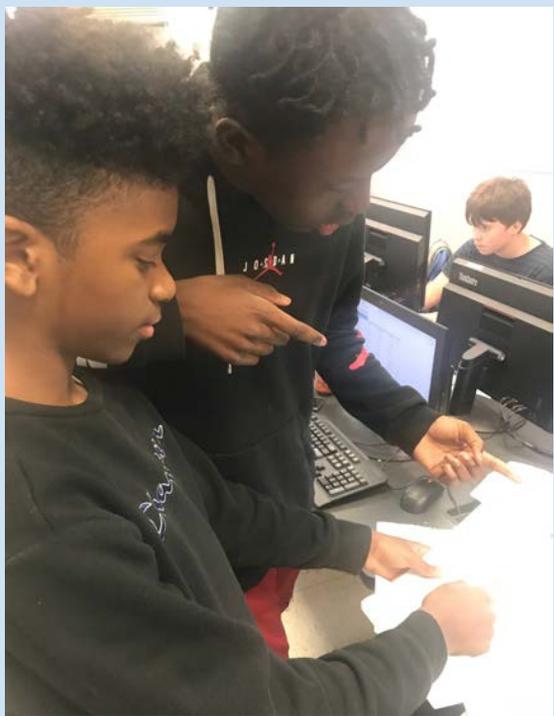


One of the more interesting and productive pedagogical techniques is the use of project based learning in the classroom. Project based

learning essentially establishes and explores the connection between classroom work and real world situations. What this means is that the teacher and the students form a link between the textbook and reality, which in turn gives the student a clearer understanding that learning can transcend the abstract and be contained in the reality of everyday life. There have been a number of project based learning experiences taking place at Garden over the past weeks. The Sixth grade engaged in a project to create a utopian world that is linked to one of the books that they were reading, *The Giver*. By exploring and creating a utopia, the students are examining first the conditions in their world and then how to improve those conditions through a newly structured utopia. Utopian

literature always illuminates the issues in our actual society by presenting an alternative, which offers possibilities. In the Eighth grade, students work on a project of developing a timeline, beginning in 1500, for Latin American countries. Each timeline includes exploration, conquest, independence and the struggle between liberals and conservatives. Here the link is taking what students have learned in their academic unit and transferring it to a beautiful visual representation of histories. The world in which we live, emerged as both a result of history and as a cause of current history. In one of our Seventh grade math classes, the students are using mathematical models to analyze and plan how to create budgets for themselves, both in the present and in the future. Here the class needs to account for such items as student loans, retirement, positive and negative interest and thereby create a model that analyzes just how to understand and

then control one's economic future. There are many more examples of project based learning taking place in our school; however, the point becomes clear: these projects create the ligature that connects learning and living. All too often, these are thought of as separate non-related activities; yet they are not. Every moment of our lives blends learning with living. Project based learning exposes that connection and works toward our goal of creating lifelong learners.



Nate and François calculate the years it will take to pay off their student loans in a Seventh Grade Math budget project organized by Ms. Blakely.

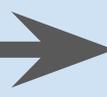
Dates to Remember

- **Monday, May 27: Memorial Day (No School)**
- **Tuesday, May 28th & Thursday, May 30th: SAT Testing for Fourth through Sixth Grades**
- **Tuesday, May 28: Senior Dinner**
- **Thursday, May 30: Upper Division Play: "Save the Music" in the gym**
- **Friday, May 31: UD Awards Ceremony and BBQ**
- **Upper Division Exams: June 4-6**
- **Friday, June 7: Last day of the Second Semester (Fourth Quarter)**
 - **LD Stepping Up Ceremony in the Gym**
 - **Pre-K-for-All Sports Day**
- **Tuesday, June 11: UD Graduation Ceremony in the Gym**



Garden Academic Pages

Mr. Hale's Sixth Graders Are Busy Making Interactive Quizboards to Test Your Knowledge of the NASA Apollo missions.



In celebration of the 50th Anniversary of the Apollo 11 Moon Landing, the Sixth grade Science Class has been busy building different Quizboards that they designed and wired themselves to help teach the public about the Space Race and the Apollo Missions. So be on the lookout for these boards and feel free to test your knowledge about the Apollo Missions.



Mr. Sameer Sharma, Mr. Michael Rakosi ('64), Ms. Nancy Preston, Dr. Richard Marotta, Mr. Will Vogel ('14), Ms. Bonnie Rose ('78), Mr. Matthew Marotta ('96), Ms. Jasmine Petrov ('18), and Mr. Brad Battaglia are ready for the annual Garden School Career Day activities. Presenters talked with kids in their classrooms and discussed career goals, told personal stories, and responded to students' questions.

[Mrs. Mosammat Khalid](#) Discusses How the Pre-K-for-All Program at Garden School Encourages Children to Explore Our Natural World

During the month of May, our students have been learning about Plants and Insects. Throughout the unit they have learned about different types of plants, parts of a plant, and their functions. They also learned about plant and butterfly life cycles. Children planted seeds, raised butterflies in the classroom, and observed them growing every day. We have discussed about the importance of plants to us, to other animals, and to insects such as butterflies. In every center, our students explored plants and butterflies. In the art center, our students made flowers, fruits and vegetables to create a classroom garden. They used different art materials and home items such as coffee filters, pipe cleaners, paint, glue, and tissue paper to create the garden.



[Mrs. Bruzzese](#) Discusses Science Scientifically

Our fourth and fifth grade mathematicians took this school year by storm! Fourth grade focused their efforts on continuing their studies of Geometry with Perimeter and Area being our topic. Connecting both Perimeter and Area to objects they see and use every day the students were able to step outside the textbook. After geometry we focused on reviewing measurement and using different types of graphs. Connecting their studies from Science class the students were able to polish and build upon their prior knowledge. During this time Fifth grade wrapped up their Measuring unit and took a stab at Algebra! The students were able to connect it to methods the students used since first grade. Algebra plays a huge role in the years to come and we are excited to start looking into future!



P.E. Report for Ninth and Tenth Graders by [Ms.](#)

[Michelle Ferreira](#)

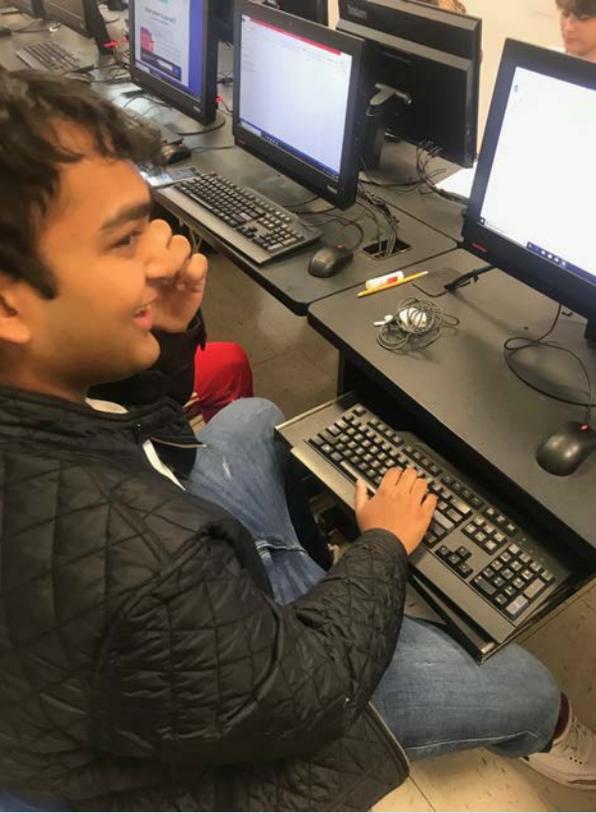
We are in the middle our Wiffle Ball unit. (also known as baseball). It's very similar to baseball but instead we are inside the gym and we are using a much lighter ball and bat. Everyone in class is participating all at the same time so no one is sitting down in class which is better because they have more time being active. We start class with always warming up with 4 laps and then stretching and going right into the game. The first week we went over rules and they each got to practice throwing to a partner and hitting the wiffle ball to get more comfortable after that we split them up into their teams and started playing some practice games so that they understand the sport. After that we started the competition and gradually make it to playoffs and the finals which will be next week. They students enjoy this unit very much because it helps with them focus on hand eye coordination and it helps some of the student who are on the softball team to get some more time with practicing.

Count On! by [Mrs. Joanne Vogel](#), Nursery Teacher

As our Nursery Year quickly draws to a close, we are exploring numbers up to ten (10). We read a funny rhyme story for each numeral and follow-up with songs and videos on our SmartBoard. And we do our daily calendar to look at numbers, days of the week, special events and number counting and progression.

The arrival of our six (6) tiny caterpillars also tied into our number exploration with our daily reading of Eric Carle's The Very Hungry Caterpillar! Our caterpillars have metamorphosed into six (6) Painted Lady butterflies which we eagerly observed each day. They are now moving freely and enjoying the beautiful flowers outside of the school.

Numbers are an important part of our day, in our songs and in our Mandarin class. Help your child to continue developing math sense by encouraging activities that demonstrate one-to-one correspondence such as setting the table, counting out four (4) apples in the grocers, or counting out steps to ten (10). "How many?" is a great question to be asked all day long!



Mr. Kruczek's AP US History Course is calling "CLOSING TIME.....ALMOST"

The AP students have completed the curriculum and all members of the class took the AP Exam on May 10th. It was a long, test-filled, arduous journey, but they made it. They have my gratitude for sticking it out till the very end. But they're not done yet: From May 28th-30th, each will have to hand in a 15-page paper and give a 15-minute presentation on their findings. I eagerly await to hear all about said findings!

Taher in 11th Grade researches the Triangle Shirtwaist factory fire for Mr. Kruczek's AP U.S. History class.

Grade 12 - Economics THE REAL ESTATE PROJECT by

Mr. Richard Kruczek

From May 28th till the 30th, the students - in three groups - will be presenting, for 20 minutes, their Real Estate Projects. In business dress, they will present the following for one of three assigned neighborhoods: History, Demography, Pricing and "Crystal Ball" - where the students feel that the neighborhoods will trend in the next 10-20 years. This is the perfect way to end the campaign, and is a true highlight of this course annually. Best of luck to all!

Fourth Graders in [Ms. Dapice's](#) Science Class Round Out the Year with Activities Based on Space Exploration and Technology

Several activities wrapped up the unit on space and technology. One activity allowed students to investigate how spinning affects a planet's shape. A second investigation afforded students the opportunity to explore how payload affected the distance a model rocket could travel. Research was done on Thomas Alva Edison, Antonio Meucci, Alexander Graham Bell, and Samuel F. B. Morse. Posters were created which highlighted contributions each made to the field of science. The class learned what Morse code was, why it was invented, and how it was used. Each student learned the Morse codes for numbers 0-9 and practiced sending numerical messages to one another using flashing lights. In addition, Navy signal flags were made. This allowed the connection between them and Morse code to be drawn. Students are now studying matter and heat. A laboratory exercise to establish the relationship between thermal energy and temperature was just concluded.

Writing Our Numbers in Pre-K by [Mrs. Eileen Reyes](#)

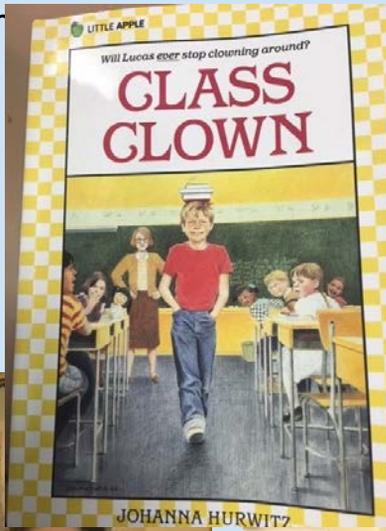
Counting, number recognition, and number concepts has been the area of study this past quarter in math. The Pre-K children have been tracing and learning to write number symbols along with written numerals as they count objects. Manipulatives for counting and practicing one-to-one correspondence can be found in the math center. Counting and one-to-one correspondence is also practiced throughout the day during our daily routine as we count the number of children in school, set up the correct number of snacks, and count the number of children on line. Counting the numbers on our calendar, the number of glue sticks needed to complete a project, or the number of chairs needed in a center are also part of our daily routine. Encourage your child to notice the importance of numbers throughout the day by pointing out numbers used on a cell phone, the remote for the television, or the address numbers on your house. *Ten Black Dots* by Donald Crews, *Fish Eyes: A Book You Can Count On* by Lois Ehlert, and *Mouse Count* by Ellen Stoll Walsh are some of the books read to support this unit of study.



**Ellison and Ada
count to their
heart's content.**

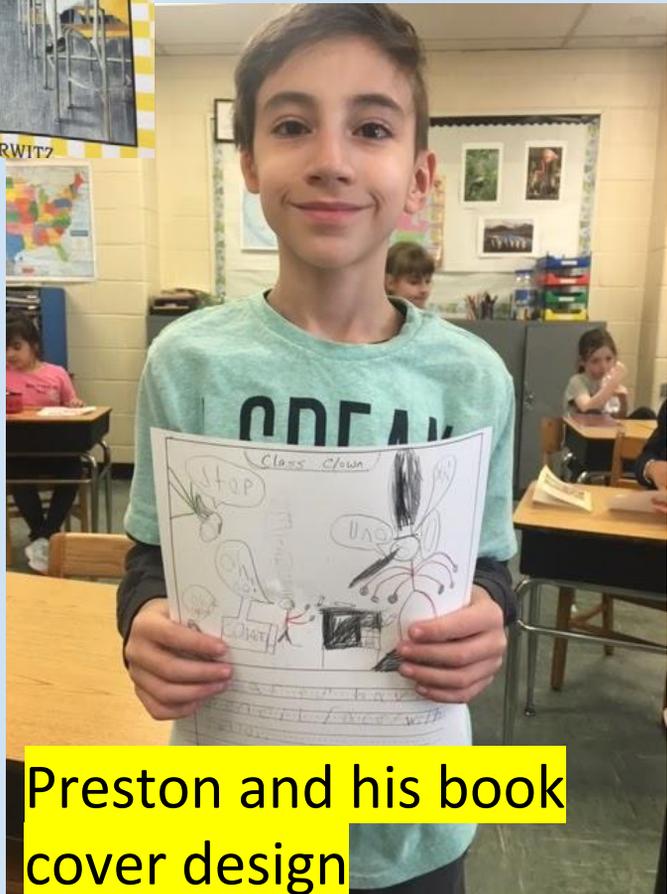
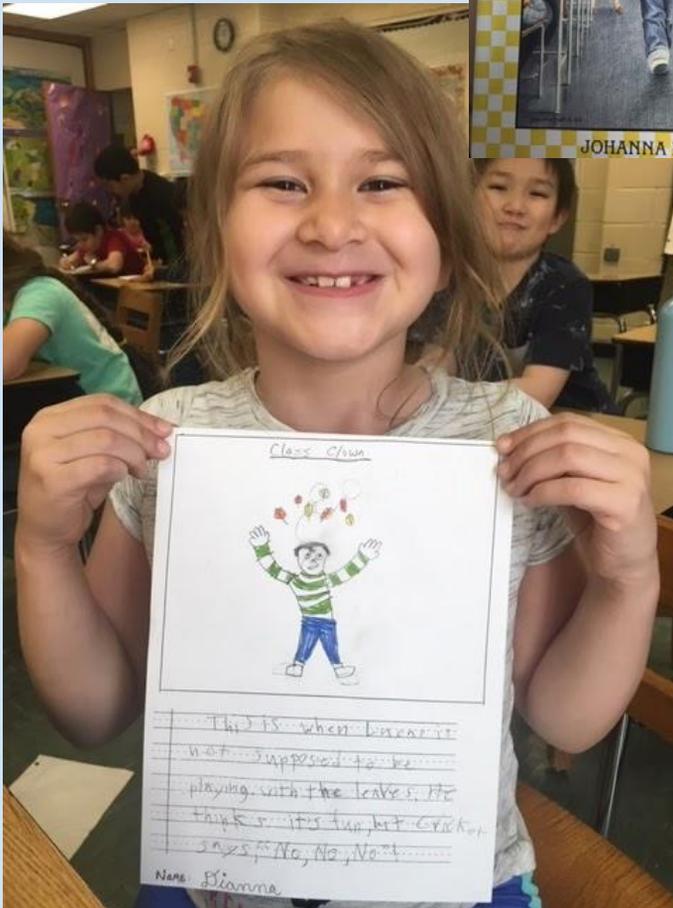
Mrs. Vidal's Third Grade Classroom Reads a New Book

The third graders have recently begun a new book, *Class Clown* by Johanna Hurwitz. As we continue to explore different genres in reading, the third graders quickly identified *Class Clown* as realistic fiction. The book focuses on Lucas Cott, the class clown, as his silly antics get him into trouble at school. The third graders could relate to Lucas, as well as to Cricket Kaufman, the "teacher's pet". The two characters are on opposite sides of the behavioral spectrum which have led them into numerous confrontations. The kids have especially enjoyed those moments. As we read, the children have been making predictions and answering comprehension questions. This week the third graders created their own version of a book cover to illustrate their favorite "Lucas the clown" moment. In a couple of weeks, as we near the end of the book, the children will write an alternate ending to *Class Clown*. How will they choose to end the story? These third graders have quite an interest in reading what they will come up with!



Our class is reading the book "Class Clown" by Johanna Hurwitz.

Dianna displays her book cover design.



Preston and his book cover design

Sixth Graders showcase their interactive quizboards to test your knowledge of NASA's Apollo missions.



Mandarin Middle School Students Graduate by [Ms. Kelly Yang](#)

My Mandarin Middle school students wrapped up the year by visiting the Museum of Chinese in America with Mrs. Vidal's Third Grade class. This museum is located in Manhattan's Chinatown. It has a carefully curated collection of authentic objects from ancient times to modern day telling the story of Chinese immigration.. We were privileged to have a guided tour by a museum docent.. She was impressed by our kids' knowledge of Mandarin.

One cool feature of the museum is there is an audio room where kids can sample music from Chinese folk songs to modern day pop music. I even joined in and sang some

songs with the kids. For the end of the year, I am expecting my students to take the final assessment to demonstrate their language ability. I am so proud of the Eighth grade students who represent the first graduating Mandarin middle school students at Garden. The Seventh Graders will definitely have a large shoe to fit into next year.

Mrs. James Reports that the Second Grade Students Have Been Reading an Exciting Story Called Flat Stanley.

In the “Flat Stanley” story, the main character is flattened by a bulletin board, but is totally fine otherwise. He travels in an envelope to visit a friend in California. This fun story allows us to make connections to our social studies and math lessons. Students were able to make their own Flat Stanleys and send them on a trip to visit a friend or family member. We have been so excited to learn about the places our Stanleys traveled to! Our first Stanley returned this week from a trip to Miami, FL. George presented information about Stanley's trip, and the class learned about the climate and some of the history of Miami. The photos were awesome! Part of the presentation included information about the distance from Jackson Heights to Miami. Students were asked to calculate the amount of miles traveled in both directions. Then, they were asked to convert the information to kilometers. We are awaiting the arrival of our other Stanleys, and will add them to our map of the United States. Second graders also have waited patiently for their fairy tale books to arrive from the publisher, and they're finally here! Last month, we sent off our fairy tale stories to be published in a book. It was a long process of writing, editing, copying, and illustrating the stories. I am pleased to announce that the book looks fantastic, and we will be celebrating with a publishing party next week. Students will have the opportunity to share their stories with their classmates. We can't wait!



Crosby displays his own version of “Flat Stanley”.



Ms. Ahfeld's First Graders Reflect on Their Extracurricular Adventures Through Letter Writing

Many of the conventional ways of communicating with one another have been replaced with modern technology, such as emails and texting. Letter writing is an essential skill despite modern conveniences. Encouraging children to write letters enables them to improve handwriting and communication skills, as well as practicing good manners. This week the students wrote thank you letters to Eli's parents for sponsoring our trip to Madame Tussaud's and Midtown Comics. We had a wonderful trip and the students wanted to express their thoughts on our experiences. The class learned the correct format of organizing a friendly letter. The students practiced writing a greeting or salutation, body, closing and signature components of the letter. It is an important skill to sit down process one's thoughts and write them on paper. The students were eager to complete this activity and express their thanks and favorite parts of the trip to our hosts.





The Japan Club took a trip to the Koneko Cat Café last week. From Left to Right: Neil, Anna, Izabella, Pema, Theodora, Dina, Diana, Maya. Not Pictured: Patrick, Sammy, Ms. Blakely, Mr. Heineman.



Taking a cat-nap. All cats at the Koneko Cat Café are adoptable. The café works with a local rescue organization and has facilitated over 500 adoptions since their inception.

Music Saves - an original play written by Garden Students



Garden School thespians rehearse the play “Music Saves” - to be performed at school on the evening of May 31 at 7:00 PM. Tickets are five dollars at the door or you can [purchase advance tickets](#) online.

Pre-Season Summer Program at Garden School for children currently enrolled in Nursery through 8th Grades



June 10-June 14, 2019
June 17-June 21, 2019

8 AM to 3 PM
In Room 35

After School available until 6 PM

- Drop-off & pick-up via 79th Street entrance (Front of School)
- Please be prompt for pick-up
- Children should wear sneakers & play clothes
- Sprinklers/Pool may be used. Please send appropriate swim clothes and a towel
- Bring brown-bag lunch with name on bag
- Nursery, Pre-K & K students must have change of clothes & towel for nap
- Sporting activities in Gymnasium and Field
- Various arts and crafts projects in Art Studio
- \$100 per child per day or \$400 (discounted price) for the week (check payable to Garden School with completed Application)
- Limited Bus Service available @ \$135 per week

Child's Name _____ Grade _____

Dates Attending _____

Emergency Contact Person & Phone Number

Parent's Signature _____

Phone Number _____

Return completed form and payment by Wednesday, May 15, 2019

[Use this link for a printable form](#)