



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 92 Number: XVIII

"Academic Excellence Since 1923"

Friday, February 6, 2015

## *Thoughts for the week*



*By Richard Marotta, Ph.D., Headmaster*



One of the most productive discussions that has taken place among educators recently has centered on the idea of experiential rather than academic learning. In many cases and in many practices, experiential learning takes on the substance of academic learning and simply alters the approach to the material. For many students, experiential learning tends to enforce the value of the meaning of the education experience.

When I think about all of the discussions that have taken place around this idea, going back to the mid 1800's when Henry David Thoreau took his students out into a field to study how grass grows and is rooted to the earth (he called this *huckleberrying*), I can identify so many areas of learning that have truly been enhanced by experiential learning.

We tend to think that science is the most 'hands-on' of the academic subject, and it is true that there are many opportunities for experiential learning in science through the practice of experimentation. Students of all ages benefit from the direct experience of how science works through observation, manipulation and creation of environments that demonstrate the very precise way in which science, or perhaps, we should call it nature, functions.

However, there are other areas too that can benefit from this experiential focus. In literature, for example, Garden students were treated recently to a Macbeth acting workshop from visiting actors. In history, our Garden students traveled to the Morgan Library earlier this year to recreate illuminated medieval scripts using original techniques. And, it is entirely possible to understand the past or the present by conducting interviews with family members about the past. I have read oral histories in which students have interviewed grandparents about life when they themselves were children. In some of these interviews, grandparents talked about their experiences during World War Two or about their experience of school. From these more experiential activities, it became clear that the living quality of history was just as important as the academic analysis.

There are some examples of writing workshops in which the actual experience of putting together a piece of work takes on the direct practice of working with a peer group, which functions as the editor for each student-writer. Here students receive the hands-on experience of interacting with several readers rather than simply with a single teacher reader.

In a broader sense, travel can become a very substantial element in experiential learning, because there students encounter directly many of the places and environments that have studied. Including the trip leaving next week for England and Iceland, Garden students and faculty have taken nearly fifty trips overseas over the past twenty years. Because, it's one thing to read about the French Revolution and the Reign of Terror; it's another more powerful experience to stand in the Place de la Concorde where so much of that history took place.

Experiential learning is vital; experiential learning humanizes knowledge.



## DATES TO REMEMBER:

- **Monday, February 9** : College Night for the Class of 2016 6:00 PM
- **Tuesday, February 10** : Trip to El Museo del Barrio for Grades 5 and 6
- **Thursday, February 12** : International Trip Departs
- **Friday, February 13** : Student Council **Valentine's Day** Bake Sale Bake Sale  
Baked goods, **carnations**, stuffed **bears**. Click on link below to pre-order by Thursday, February 12.  
<http://www.gardenschool.org/student-council-valentines-day-sale/>
- **Monday, February 16 – Friday, February 20** : School Closed for February Break
- **Monday, February 23** : School Resumes
- **Friday, February 27<sup>th</sup>** : Gala Season "kick off" Wine Tasting with alumni Michael Miranti, '10



## News From the Gala

The invitations are out for the 2015 Garden Gala being held on March 27<sup>th</sup> at Terrace On The Park. Our auction donations are coming in. We are very pleased to announce that we have **Four Park Hopper Passes to the Disney Theme Parks**. Our ever popular **vacation homes** will once again be offered. Spend a week in Narragansett, Rhode Island or Sullivan County, New York. A number of **restaurants have donated gift certificates**, as well as donations of **salon and spa packages**. Don't forget popular **theme baskets**!

The Gala Raffle will include a **men's Movado Museum Time Piece**. Raffle tickets are \$50 or 3/\$100. Only one hundred tickets will be sold. Another luxury gift will be announced next week. What will it be?

The **Gala Kickoff Wine Tasting** will take place on Friday, February 27<sup>th</sup> at 7PM. Join the Garden Community, parents, alums, and friends, for nibbles and desserts. Tickets, raffles and journal ads will be on sale.

Hope to see you over cocktails on March 27<sup>th</sup>!

Gala info, Journal Ad and auction donation forms: <http://www.gardenschool.org/gala/>

## ***Foundations After-school Classes are still available!***

We are very excited that some of the Foundations classes are full! There are still some available!

<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
3:00-4:00 Junior Mechanical Engineering	3:00-4:00 Kicks are for Kids	3:30-4:30 Easy Espanol	3:00-4 Bowling(2-8)
3:00-4:00 Soccer (Beginning in March)		3:00-4:00 Wacky Science	3:00-4 Greek
		3:00-4:00 Soccer	

Sign up as soon as possible!

<http://www.gardenschool.org/spring-2015-afterschool-classes-brochure-is-here/>



## ***Gala Committee Pizza Party***

***Kristi Towey (Gala Committee Pizza Party Chair)***



A reminder to everyone that there is only **one more week** to get in your Class Journal Ads for extra points. See our flyer posted on the Garden School home page <http://www.gardenschool.org> and at the end of this newsletter. Journal forms are available on the Gala Page <http://www.gardenschool.org/gala> (See pages 10 and 11 for more details!!)

## ***Math for Nursery***

***By: Joanne Vogel (Nursery Teacher)***

Garden School affirms the primacy of learning. In all interactions learning is paramount. This is truly evident throughout each day in our Nursery Program.

Today, for instance, children creatively constructed snow people. "What colors are you using? "Tell me the shapes you picked up." "How many eyes?" "What letters are in the snowperson's and your name?" The concepts of number, shape, space, letter, and color are fundamental to all conversations and learning experiences for children. Hear the conversational exchanges in the classroom, on the playground, and throughout the hallways. Learning is always evident.

So, too, parents, the first teachers a child becomes exposed to, can create these learning experiences. Have unlimited conversations about the child's environment and what is happening around the child. Talk about number, shape, space, letter, and color.

## ***Math for Pre-K***

***By: Eileen Reyes (Pre-K Teacher)***

The Pre-K students have been working on measurement and data in math the past couple of weeks. Their favorite activity has been sorting things such as, buttons, pom poms, and transportation vehicles. The children are asked to creatively think of different ways to sort objects. Colors, size, type, and shape are some of the ways that have been used. Once sorted, the objects in each category are counted teaching one to one correspondence and number representation skills. New vocabulary is introduced as the students analyze and describe the measurable attributes. With teacher support, they have become experts when reporting data as they identify groups as: more, less, same, greater than, fewer, equal, etc. by using matching and counting strategies. These skills increase awareness and competence not only in math but in the world around them.





## ***Math for Kindergarten***

***By: Kristen Ahlfeld (Kindergarten Teacher)***

In Math this week, the kindergarteners are learning about the upcoming Presidents' Day. Though the topic is social studies, we aim to cross disciplines to make the lessons more meaningful to the children. We are reading books about George Washington and Abraham Lincoln and discussing their contributions in American history.

We connect Washington and Lincoln to our math lessons this week as the children explore American currency. The class enjoys the tangible sorting and classifying of various coins. The students are learning to identify coins and their values. We have been learning to count by 1's, 5's and 10's. The students also love playing a variety coin sorting games on the Smartboard.



## ***English for Grade 1***

***By: Jacquelyn Renner (Grade 1 Teacher)***

The most anticipated period of the week in First Grade is the day we have double Reading. During this period, First Graders are working on reading and social skills at the same time. The class is organized into 5 areas, 3 with independent activities and two led by teachers. Students read individually with Ms. Renner and have a phonics lesson with Mrs. Vogel. When reading with Ms. Renner, students are each reading their own books. They have a chance to read and have a discussion about the text.

Mrs. Vogel's phonics lesson reflects the spelling rules of the week. In the *Mystery Word* activity, students are given a set of letters that can be combined to form one word. They are also challenged to find as many words as they can. This activity can be tailored to each group through how many words they should record or how many letters each word should consist of. This week's mystery word is a February word - chocolate. At the Ipad, students can choose from apps to read stories, practice spelling, and learn about parts of speech. Each week there is a poem that either relates to our reader or is seasonal. Students read the poem, highlight the rhyming words, write about the poem, and draw a picture of what they visualize. Our poem for this week is about a groundhog.

Using the double period this way helps to keep the class engaged. The students move through all of the activities during the period. Students are learning to cooperate, share and take turns. They also have to work independently and stay on task. Students have to communicate and understand other students points of view. The tasks keep them motivated to accomplish their goals like discovering the mystery word or finding all of the rhyming words in the poem.





## English for Grade 2

**By: Stephanie Parker (Grade 2 Teacher)**

The Second Graders have utilized a number of skills including analytical, organizational and research skills within a nonfiction unit. They began by identifying the differences between fiction and nonfiction. They worked on defining the terms, debating the purposes of both genres and locating examples in our classroom library. Then, the students were presented with a list of nonfiction features including the table of contents, diagrams, glossary and index. While searching through nonfiction books, the Second Graders identified the features and thought critically about each. They worked together to identify the purpose and location of each nonfiction feature. The students practiced using the features with a variety of nonfiction books including their Social Studies and Science textbooks.

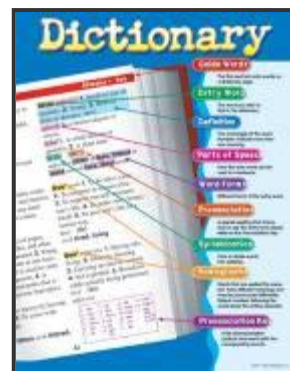


In Reading and Language Arts classes, the students began researching topics for nonfiction animal books of their own. They used nonfiction books from the library to guide their research. They decided on four chapters to include in their books including body parts, babies, habitats and diet. The students used graphic organizers to record facts for each chapter. They decided on important vocabulary to include as bold words for their glossaries. The Second Graders are currently typing their books and inserting photographs for each chapter in the computer lab. They have created cover pages, a table of contents and a glossary. They are proud of their work and are looking forward to sharing their nonfiction books!

## English for Grade 3

**By: Nilla Ingravallo (Grade 3 Teacher)**

All About Words! The third graders are becoming skilled wordsmiths as they study dictionary skills in language arts. In this unit, the students have learned about Noah Webster, the compiler of the first American dictionary, and his achievements in the area of lexicography. They read some of his diary entries, viewed advertisements for his *American Spelling Book*, and looked at some of his handwritten dictionary entries in order to learn more about this lexicographer. They also discussed the purpose of a dictionary and how it serves as a good reference tool when reading and writing.



This week, the third graders also began to learn about the parts of a dictionary and their purposes. They started by noting dictionary features, such as a table of contents, dictionary guide pages, and pronunciation keys. They explored various dictionaries and noted the differences in these features. Then, the students learned that dictionary entries are in alphabetical order and that guide words can help when looking up words. They completed various guide word activities, including the Guide Word Scavenger Hunt and the Dictionary Race Game.



In future lessons, the third graders will further explore the components of a dictionary entry: the entry word's pronunciation, part of speech, definition(s), sample sentence(s), various forms, and origin. The students will also learn how to utilize online dictionaries, using Merriam-Webster's Word Central. They will practice using this reference tool when they are reading and writing. As a culminating activity, the students will apply their newly learned knowledge to create a class dictionary of landform terms, which they are studying in their current social studies unit. Once the students have become familiar with the dictionary, they will learn how to use a thesaurus!

## Science for Grade 4

**By: John Hale (Science Teacher)**

The fourth grade science class in transitioning this week finishing their investigation of Natural Resources and will start their research in Physical Science. Starting this week the students will perform an investigation of the physical properties of matter. They will measure the density of different materials and use these properties to sort different materials.



## Studio Museum Trip for Grades 3 and 4

**By: Tiina Prio (Art Teacher)**

The Third and Fourth Grades went on a field trip to the Studio Museum of Harlem. The docent talked about paintings by Kianja Strobert and her exhibition named, Of This Day in Time. The Studio Museum of Harlem says that, "Her dynamic explorations of acrylic, ink and other materials have established Kianja Strobert (b. 1980) as an innovative voice in contemporary abstraction. *Kianja Strobert: Of This Day in Time*, the artist's first solo museum exhibition in New York, brings together a selection of paintings and drawings made over the last five years."

The students asked many pertinent questions and couldn't wait to see the next painting that the docent selected for the visit. A free pass to return to the museum was also a bonus that the students were happy to receive. They all spoke about how they wanted to go back to explore other art and artists in the museum.



## Science for Grade 5

**By: Marlene Dapice (Science Department Chair)**

Students have just completed an exercise using Wisconsin Fast Plants. These rapidly growing plants germinate within 48 hours and this allowed students to observe both root and stem emergence from the seeds. They kept a log by day, entering observations such as stem and leaf color, number of leaves, and height. After several weeks, they had gathered enough information to enter into a data table, which they constructed in computer class. Students are now studying different ecosystems and biomes and examining the interactions among the living and nonliving components of same.

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## ***Science for Grade 6***

***By: Andrew Rahman (Science Teacher)***

The 6th grade class has been tackling the rock cycle and the different layers of the Earth. The transformation of sedimentary, igneous, and metamorphic rocks is fascinating. So much so that we decided to create our own metamorphic rock models. These “squishy rocks” are manipulated by pressure. Using the elasticity of a balloon and the malleability of flour we have created our own squishy rocks similar to those that can often be found beneath the layer of Earth that earthquakes occur. Each rock has been outfitted with an overlay or mask to emphasize individuality.

In the following weeks we will be exploring Earth’s natural resources, where we get energy, and how fossil fuels are formed and used. Currently we are tackling the rock cycle. The transformation of sedimentary, igneous, and metamorphic rocks is fascinating. So much so that we thought it would be a great idea to create our own metamorphic rock models. These “rocks” just like metamorphic rocks can be manipulated with pressure. Each rock has been outfitted with an overlay or mask to emphasize individuality.

In the following weeks we will be exploring Earth’s natural resources, where we get energy, and how fossil fuels are formed and used.

## ***Foreign Language for Grade 7***

***By: Agustin Melara (Foreign Language Department Chair)***

This week, students in Spanish 7 learned vocabulary related to the different parts of the body as well as the verb *Tener* (to have). These two new concepts allow students to describe themselves, family members, and friends by formulating sentences such as, “*Yo tengo el pelo largo,*” (I have long hair) or, “*Mi amiga tiene los ojos verdes,*” (My friend has green eyes). The verb *Tener* also allows the students to express possession such as, “*Nosotros tenemos un perro,*” (We have a dog). In addition, this verb is frequently used in many idiomatic expressions such as, “*tener hambre,*” (to feel hungry) and “*tener calor,*” (to feel warm). As the academic year progresses, students are acquiring new grammatical structures that allow them to become more proficient in Spanish.

## ***Foreign Language for Grade 8***

***By: Gabriel Gomis (Foreign Language Teacher)***

The 8th grade students learned the reflexive verbs and the chores this week. The reflexive verbs are the equivalent of English verbs using *\_self* or *\_selves*. Students also have reviewed the chores. Through oral assessment, they all talk about their daily routine using the reflexive verbs, chores and regular and irregular verbs. Besides we explored the French West Indies by emphasizing on Haïti, the Guadeloupe and Martinique.

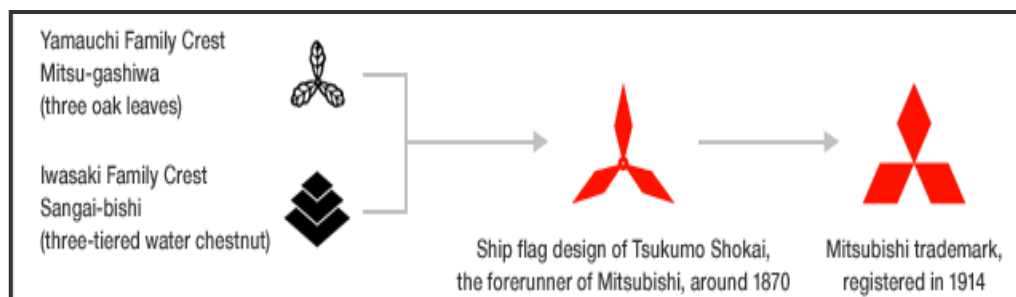


## Music for Grades 7 and 8

**By: Tom Heineman (Music Teacher)**

Last week, a portion of the 7<sup>th</sup> & 8<sup>th</sup> students began their semester of global studies in music. Students put forth ideas pertaining to ways in which we can attempt to escape from our own cultural perspective: thoughts included learning about and experiencing another culture's music, history, art, movies, books, food, and language. We also discussed how language can be a window into culture through the various expressions that are used (and knowledge of their etymology), meaning behind family names, and stories and folk tales.

The class began their unit on Japan by examining the written language and its evolution, and attempting to write a small amount in Japanese. The language employs both Chinese characters, which are pictographs that contain their own history and



meaning, and indigenous sets of characters representing syllables. One of the insights students gained from studying the language was that there is a connection to and deep reverence for nature in Japanese culture. Nearly all the names of major Japanese automobile manufacturers relate to the natural world. One example is Mitsubishi (三菱): Mitsu means 'three' and Hishi means 'water chestnut' (Hishi also means 'diamond-shaped' which further explains the logo). We will see this association with nature reappear time and time again as we examine both the traditional arts and more current music and society in Japan.

## Physical Education for Grades 9 and 10

**By: Flance Dervishi (Physical Education Teacher)**

The 9<sup>th</sup> and 10<sup>th</sup> grade are in their third week of our basketball unit. Before the kids get into their regular season games, they must warm up for 7 min with different drills such as high knees, jogs, trunk twists, basketball suicides and 17s. After their warm ups, they have a 3-5 min stretch to loosen their muscles. There are 7 teams competing and everyone is very eager about landing the #1 spot for the playoffs which start next week. If you finish 1<sup>st</sup> in the regular season then your team will have a BYE the first round of the playoffs. Basketball is a team sport and the 9<sup>th</sup> and 10<sup>th</sup> grades are doing just that, working together to get as many points in an 8 min game. We give the kids a real game experience in PE class. We are all looking forward to next week's playoffs, everyone is excited.







## ***History for Grade 11***

***By: Richard Kruczek (History Teacher)***

We are finally entering the 1900's in AP US History! The era we just finished, however - the Gilded Age - proved to be a timely one to study. In it, the Captains of Industry (or "Robber Barons" depending on how one views their acquisition of capital) built modern America from the ground up, and turned us into an industrial powerhouse. What really struck the students is just how much of the nation's capital they controlled. It evoked the old "1%/99%" argument, one never too far from the public forum, especially as the numbers keep rolling in proclaiming the vast accumulation of a large portion of America's capital in the hands of our wealthiest citizens. I guess Faulkner hit it on the head when he talked about history not being past.....

## ***History for Grade 12***

***By: Richard Kruczek (History Teacher)***

In Economics, we have recently hit the macro portion of our course. We are now currently engaged in the redistribution of our hard earned income: Federal. State and Local taxation. The conversations have been fascinating, some in great favor, some greatly against. The students have become extremely engaged, particularly after talking over the basic economic philosophies of each of the major parties. They have truly started to identify themselves with either, based on their views regarding taxation. This has led to some lively and candid debate in class, and has proven to be extraordinarily fruitful. Born Free, Taxed to Death? Let the people decide.....

## **GARDEN SCHOOL YEARBOOK**

Get your Garden School 2014/15 Yearbook order in! Also, did you know that you can have your very own dedication pages? Your pages will be printed in every yearbook! Students can also design pages and share the costs with the friends, teammates etc.!

To order click [http://www.jostens.com/apps/store/productDetail/1054215/Garden-School/Yearbook/2014082404164079370/CATALOG\\_SHOP/YB\\_BOOKS/All-Color-Yearbook/2014082404164082370/](http://www.jostens.com/apps/store/productDetail/1054215/Garden-School/Yearbook/2014082404164079370/CATALOG_SHOP/YB_BOOKS/All-Color-Yearbook/2014082404164082370/)

by the January 26th deadline.

***Follow Garden School on Twitter: <https://twitter.com/gardenschoolnyc>***

***Garden School Robotics Team Competition Video, January 24, 2015***

Click this link below and enjoy this short video of the recent Lego Robotics Competition.

<http://youtu.be/jwxu3Psy6k>



## DREAMING OF WARM WEATHER YET??

**LAST WEEK!!!!!!**

**We are!**

The Garden School Gala is just around the corner and you know what that means??

### **POOL & PIZZA PARTY COMPETITION!!**

This year's competition will have a first place AND second place winner for the lower and upper school with a tie breaker for those close calls...

**First place prize** is a pool/pizza party for your class.

**Second place prize** is a class ice cream party.

**YOU, A GROUP, YOUR BUSINESS, ANYONE!**

**BUY YOUR JOURNAL ADS NOW!**

Earn **EXTRA POINTS** for your class!

**From now until February break (2/13/15)**, you can earn 5 points (usually one point each) for every personal journal ad you buy or sell for the Garden School Gala Journal

**or**

your class can earn 25 points (usually 10 points) for a class journal ad purchased.

**Use the form on the next page!!**

To get more information, purchase an ad now, or get the necessary forms for soliciting ads (also on next page), please go to [www.gardenschool.org/gala](http://www.gardenschool.org/gala) or email us at [gala@gardenschool.org](mailto:gala@gardenschool.org)

**\*\*Already purchased an ad?\*\***

Don't worry! We will honor your support of Garden School  
with the same deal!



## Garden Gala - Journal Ads Order Form

The 2015 Garden School Gala will be held on March 27<sup>th</sup> at Terrace on the Park. We will be honoring: Hope and George Alexiou, Alumni Parents; Eileen Reyes, Dean of N-K and PK Faculty celebrating the beginning of Thirty years of service to Garden School and Lisa Sohmer, Director of College Counseling and Upper Division Coordinator.

Journal Ads and Message pages will be printed in color and are available in the following sizes:

- Young Alum 2004-2014 Ad                      \$35
- Third of a Page                      \$60.00                       Full Page (gold)                      \$500.00
- Half Page                      \$125.00                       Inside Cover Front                      \$750.00
- Full Page (white)                      \$250.00                       Inside Cover Back                      \$750.00
- Full Page (silver)                      \$300.00                       Back Cover                      \$1000.00
- Class Page:                      Grade: \_\_\_\_\_                      \$ \_\_\_\_\_

Email Art Work to [gala@gardenschool.org](mailto:gala@gardenschool.org)     Copy Attached     Copy to Follow     Repeat Last Year's Ad

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

Address: \_\_\_\_\_ City, State, Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Previous Name - Class Year: \_\_\_\_\_

Credit/Debit Card Type:     Amex     Visa     Master Card     Cash     Check

Name on card: \_\_\_\_\_

Number: \_\_\_\_\_ Expiration: \_\_\_\_\_ Security Code: \_\_\_\_\_

I have enclosed my employer's Matching Gift Form.

Please return this form by March 10th, along with payment and any enclosures to the address below. For more information or questions, please go to the Gala page at [gardenschool.org/gala](http://gardenschool.org/gala), email us at [gala@gardenschool.org](mailto:gala@gardenschool.org) or call us at 718 335-6363. Garden School is a Not for Profit 501(c)3 organization, Tax ID #111631783. Your contribution is tax deductible as allowed by law.

Each gift to the project – through journal ads, tickets purchased, contributions to the auction or through an employer's matching gift program – is important.

We hope that families, students, alumni and friends will all be partners in the success of the 2015 Garden School Gala.

33-16 79<sup>th</sup> Street, Jackson Heights 11372                      •                      718 335-6363                      •                      [gala@gardenschool.org](mailto:gala@gardenschool.org)