



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96: Number: XXVI

"Cultivating Success in Every Child"

Friday, April 12, 2019

Thoughts for the Week

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



Spring is a time of rebirth and renewal.

As we begin our Spring Break, I started thinking about how quickly the years move and how these breaks give our students and teachers a chance to recharge themselves for the final eight weeks of school. The rhythm of school life contains its own fluctuations between frenetic activity and slower more meditative moments. It is these more tranquil periods, such as a Spring break, that allows each of us to solidify what we have been learning and teaching and to re-emerge with a renewed sense of purpose. For students to learn so much each day and for teachers to keep the vision of the 'course' always present and active requires an extraordinary type of energy not found anywhere except in schools.

So my brief message today is to all of us: use this break to let seep in all that we have learned and to refresh our minds and hearts so that when we return for the final eight weeks of our journey, we come back with energy, enthusiasm and a renewed sense of purpose. We learn in cycles; we take in material and ideas each minute of the day. Now let those ideas percolate as you travel, rest, play and spend time with family. Come back with the true spirit of the Spring: rebirth and renewal.



Jeileen, Ashley, Ariana, and Sierra pose for a picture with Hippolyta/Titania from the Aquilla Theater production of Midsummer Night's Dream the Seventh and Eighth Graders saw last week as part of Mrs. Massand's Language Arts Unit on Shakespeare



Aliyah and Wilson commit to a brainstorm and review session on Modern European History.



The 2019 Garden Gala Committee

Thank you to everyone who made last Friday night's Gala a success.

There are still [a few auction items](#) available at the lowest bid price.



GARDEN GALA
2019

- *Blue Diamond Ball* -

Anything From Denim To Diamonds

Dates to Remember

- **April 13 - 22: Spring Break (No School)**
- **April 15-20: Upper School Trip to Nantucket - Students depart at 7:30 AM on Monday from school.**
- **Monday, April 29: UNIS College Fair**
- **April 29 & 30; May 1 & 2: Historical Williamsburg Trip for Grades Five and Six**
- **Friday, May 3: 7th and 8th Adventure Park Trip**
- **May 3 & 4: Fourth Grade Sleepover**
- **May 7 and 8: PTA Book Fair in the Library**

The deadline for submitting re-enrollment contracts for the 2019-2020 school year was Friday, March 15, 2019. If you have not returned your contract and [tuition deposit](#), please do so as quickly as possible as we have many new families who are interested in reserving a spot at Garden School. You can use [this link](#) to pay your deposit online.

Garden Academic Pages



We tested our hypothesis and our conclusion: the lemonade was on point!

I Belong by [Joanne Vogel](#) (Nursery Teacher)

Community can be defined as a place where people live, work, or play together! The “first” community we are a part of is our family, where we learn and experience love and begin to relate to others. The nursery classroom might be a student’s first experience in a school setting. Our social studies curriculum helps students to recognize their sense of “self,” form relationships with peers, be a part of the class community, and learn about their world! The Garden School is such a unique community. There are numerous opportunities to become familiar with the people who make our school “go.” Nursery students are very curious observers. They already have met the Head of School, Dr. Marotta; the Lower Division Head, Mr. Vogel; Nurse Dorothy; Mr. Heineman; Ms. Yang; Mr. John; Mr. Mike; Ms. Anna; Ms. Daniela; Ms. Kim; and other faculty members, assistants and students.

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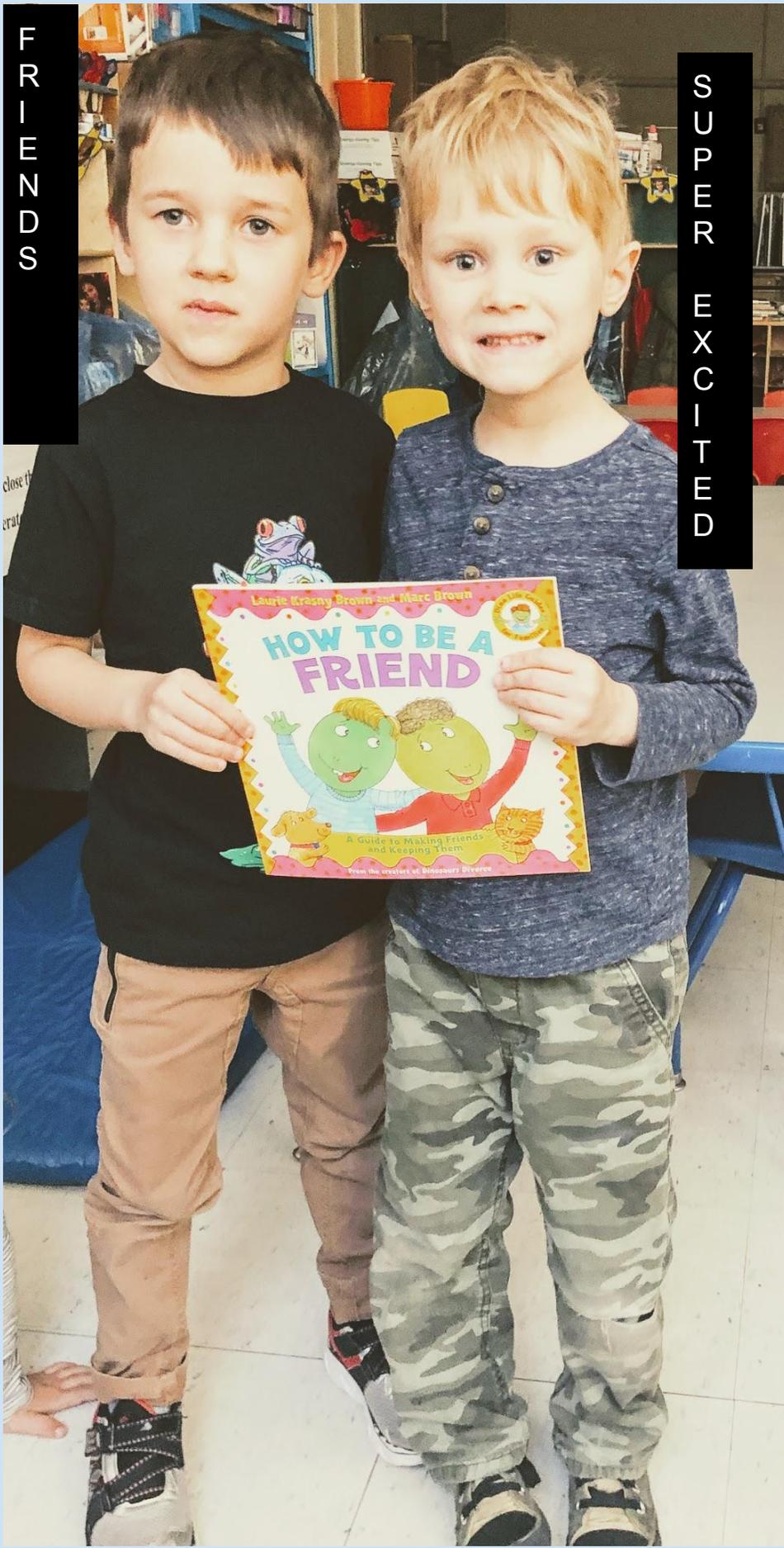
This month, Universal Pre-K-for-All Classes Will Learn About How We Use and Conserve Water by

[Dimitria Graf](#) (Pre-K-for-All Faculty)

We discovered the many ways that we rely on water in our daily lives. Students brainstormed and listed all the ways in which they use water: brushing our teeth, washing our bodies, clothes, and hands; cleaning, cooking and drinking it of course! We discussed how drinking water helps keep us healthy by keeping our bodies hydrated. Students also discovered that many of the foods and drinks we consume contain water. Students discussed how water is used as an ingredient while cooking at home. Cakes, cupcakes, rice, pasta, soups and lemonade are all made using water as an ingredient. Students were given the opportunity to vote on which item they would like to make as a class. The students overwhelmingly chose to make lemonade! In Science centers we followed the directions for making lemonade and had a fun time taking turns squeezing lemons in order to get lemon juice, measuring the proper amount of sugar, and mixing the ingredients together in a pitcher of water until the sugar was dissolved. The fresh batch of “classroom-made” lemonade was chilled in the refrigerator and was enjoyed as a drink to go along with their snack to quench their thirst. After adding some food coloring, our lemonade was a colorful and refreshingly delicious drink!!

We experience about our world and small community through stories and songs about the holidays and seasons; and also through dramatic play. While we learned about the letter “Vv,” the violin was mentioned. I knew another member of our school community from third grade who plays the violin. Sebastian was happy to come to the nursery classroom with his violin to talk about the parts of the instrument and to play a “staccato” rhythm for us to enjoy. Members of communities play different roles and have varying talents. Talk with your children about different communities family members are part of. Point out roles and responsibilities, and your child’s impact in/on each!





FRIENDS

SUPER EXCITED

Character Development

by [Eileen Reyes](#) (Early Childhood Dean)

The Pre-K students have been learning about Character Development since the first day of school. Giving children the language to help them express their feelings and emotions has been addressed through conversations, whole class discussions, books, and roll playing. With the proper language, children will be better equipped to understand and express their feelings. This continues to be an ongoing unit of study. We have been focusing on ways to be a good friend. Discussions on being kind to friends along with ways not to be a friend are had during our morning meeting each day. A good way to begin our day is with reminders of how to be a good friend to our classmates. Good ideas are expressed by each child with great enthusiasm. The students are given compliments when acts of kindness are pointed out as they occur throughout the day. This gives a feeling of pride to the child remembering to be kind to a friend. To help with this unit of study we have been reading: *How to be a Friend* by Laurie Krasny Brown and Marc Brown, *The Way I Feel* by Janan Cain, and *I Did It, and I'm Sorry* by Caralyn Buehner and Mark Buehner.

Team Building and Movement in the Lower Division

P.E. Classroom

by [Michelle Ferreria](#) (P.E. Faculty)

First, Second, and Third Graders are a vibrant source of energy and I want to channel their energy into constructive team building exercises and to develop good sportsmanship. One first grader is selected as a student for a day, and they have the responsibility to choose the warm up game and becoming the stretch leader for that day and help us out if needed for setting up for the next activity. We choose this student based on student behavior during our class sessions. Second and Third graders already have something like first grade but it's called student of the week. Also, this week we have been working on targeting skills. So, the first week we had them give examples of what targeting is and what sports involve aiming at a target to win a game (example: in mostly all sports you need to either aim and hit a ball to score like Soccer and Baseball). After going the basics we split them into groups and set up stations around the gym that all focus on targeting - whether it was bean bag toss, striking the racket to get your birdie into the hula hoop, throwing a ball at the bullseye target and lastly having a noodle and spearing it through a hula hoop. We switch every five minutes. Also: the pool will soon be opening pending go weather. Get your goggles and suntan lotion ready 🤓!!!



"Who's in my parachute?"

Mr. Dervishi supervises the polychromatic bubble blow-up process. Kids huddle inside the "parachute" and build teamwork skills, working together to keep the bubble from collapsing.

Kindergarten Spring Report by [Lauren Yandow](#)

The Kindergartners learned all about the history and traditions of Easter! The K students along with their Pre-K friends had the opportunity to engage in two popular Easter traditions: dyeing eggs and going on an Easter egg hunt! Both of these hands-on activities allowed the students to use their motor skills and senses to explore eggs as well as work together to solve a hidden egg mystery! We incorporated Easter symbols and vocabulary into our math and phonics activities throughout the week as well. Students added and subtracted groups of eggs, bunnies, flowers, and baskets in math, and practice writing short sentences using words like Easter, basket, rabbit, lamb, cross, etc., along with their sight words. There were many great discussions that took place between students about which holiday their families celebrate and what traditions they practice at home. We look forward to our spring break next week and being able to celebrate these holidays with our loved ones!

Literature Through Different Genres

by [Amira Booth-Soifer](#) (English Teacher)

Literature Through Different Genres has continued our reading and analysis of "The Shining," along with our highly participatory, helpful, talented auditing student, Ms. Lauren Little! After several weeks of the students less and less patiently wondering aloud when we were going to get to the good (read: scary) stuff, we are within the last hundred pages of the novel...and the narrative is now certainly living up to its reputation as a psychological thriller. As we discuss the nature of fear, the rupture of the American family-- and the fear of failure to live up to one's self-prescribed ideal leading to madness. It has been quite fun to delve into the horror genre with this enthusiastic group of young inquisitive readers-- and I look forward to analyzing the ending in the upcoming weeks before we move on to our last literary genre of the year!



"Peace! What are your plans for the Spring Break?"

Kids and Teachers spend one last day together before break; however, many students and faculty are headed for the island of Nantucket for a biking expedition on Monday. We leave at 7:30 AM!

"To Thine Ownself Be True!" - William Shakespeare



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Eggs are symbols of new life.

Eighth Grade Algebra Honors

by [Lauren Little](#) (Math Teacher)

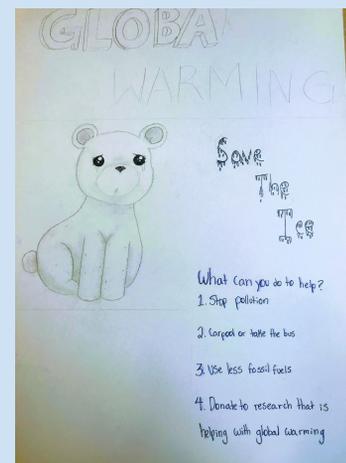
In Algebra honors, the students have been learning about quadratic functions. Quadratic functions, whose graphs are parabolas, have many real-world applications in science, business, and engineering. Satellite dishes and car headlights are built in parabolic shapes. Quadratic functions can also be used to track the trajectory of a thrown ball or a water fountain. When tracing the path of a thrown ball, the vertex can be used to find the maximum height, and the x-intercepts can be used to detect when the ball hits the ground. The students have been learning how to see these characteristics of parabolas so when we come back from Spring break, they will delve further into concrete applications.

Fourth, Fifth, and Sixth Graders Design a Campaign to Raise Awareness About the Current Water Crisis in Our Country and in the World

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

We are currently working on PSA's (Public Service Announcements) for the current water crisis in the United States and around the world. For this project students learned about the scarcity of fresh drinking water and various ways to conserve and protect it. I also wanted to stress to them how art can be a powerful tool to bring attention to serious issues. Students also watched a documentary on the water crisis in Flint, Michigan and learned how negligence at the state and local government levels can have catastrophic results for the environment.

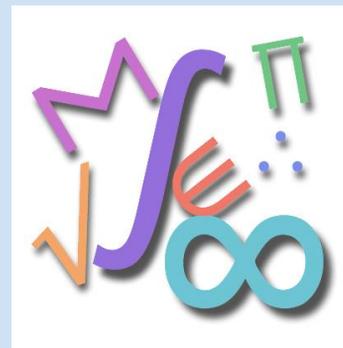
To make a effective PSA, students learned the importance of getting viewers' attention, and coming up with a memorable catchphrase. Students were also shown several examples of renowned PSA art work that can tell an entire story in just one image. During the past week, our resident middle school artists have created work that is not only very clever, but most importantly, empathetic..



Systems of Equations in Algebra

by [Lauren Little](#)

Throughout the past few weeks, the students have been learning about systems of equations. Earlier in the year, the students learned how to solve equations with a single variable. In systems of equations, the students are learning how to solve for two variables given two equations. They began by solving them by graphing, plotting two lines in the XY-plane and finding their intersection point.



This is a good visual representation of these problems but not very practical. Now they are learning more practical methods, starting with elimination, then moving on to substitution.

In The Art of The Feature Film, we screened Spike Lee's

1989 Film, Do The Right Thing by [Christopher Vallario](#) (English Teacher)

We are writing critical essays that examine the ways in which Spike Lee reveals class, race, and gender during one summer day in Bed Stuyvesant, Brooklyn in his 1989 movie *Do The Right Thing*. We are discussing the many layers of the film. While the number of young black men who are affected by police brutality is alive and very much emerged in the media today, Spike Lee's 1989 film is one of the first to illustrate police brutality in NYC. In their essays, they are demonstrating how Lee portrays the African-American community, Korean business owners, Latin-Americans, and one Italian-American family. Later in the quarter, we will screen Lee's newest film *BlackKkKlansman* and discuss and draft a comparison essay.

DO THE RIGHT THING (DIR. SPIKE LEE) - 1989



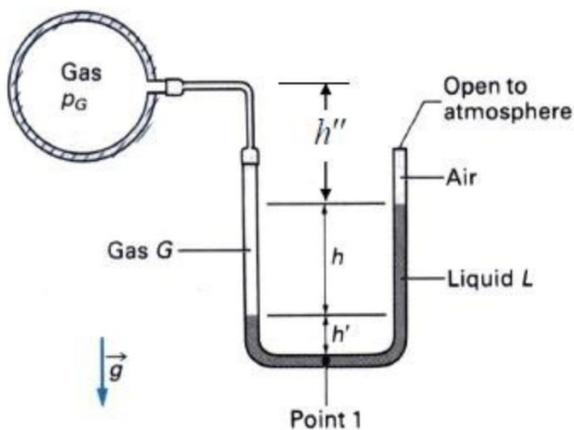
Spike Lee's work continues to inspire and produce self-awareness in our culture, which is why his films need to continue to be screened.

In Our Contemporary Plays course, we are writing a short piece entitled "Subway Stories" where each student is using their personal experience, riding the MTA by [Christopher Vallario](#)

To practice our narrative writing skills and to link our thinking to Bruce Norris's play *Clybourne Park*, I asked my class to develop a character based off of someone they see everyday riding public transport in the city and another character where they may have met him or her once, but had an impact on their life in some way. The students' creative work will serve as a connection to the play we're reading this quarter, *Clybourne Park*, which is inspired by Lorraine Hansberry's *A Raisin In The Sun* - which we read and wrote about last quarter. I look forward to the students and I going through this play together, while we relate it back to our experiences reading the Hansberry.

In the play, Norris borrows the character Linder from Hansberry, her only white character, who is essentially the "weasel" who tries to convince the Younger household to not live in Clybourne Park, hence his title. The play itself is set in the house the Younger's bought in 1959, and the second act is set in the same place in 2009 and upends the situation by displaying Clybourne Park as an all-black neighborhood, with a white couple trying to purchase the same home. Norris uses irony to raise provocative questions about gentrification and the social upheaval it commonly generates.

You have to do the research. If you don't know about something, then you ask the right people who do. I think people who have faults are a lot more interesting than people who are perfect. - Spike Lee



Rocket Boys by [John Hale](#) (Science Teacher)

It's that time of the year again and we are getting ready for the Rocket Boys Project. We have determined that Monday, April 29th would be a good launch day. The 8th Grade students are currently working on coordinating a lower division presentation during the month of April. The topic will be centered around the movie *October Sky* based on a book by Homer Hickam. This is a non-fiction story about a group of boys from a coal-mining town in West Virginia. After the launch of Sputnik, the boys start to study rocketry. The movie 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 our the 8th graders learn more about these self-motivated students from West Virginia, we are asking each teacher to design a lesson, unit or activity that will highlight what these boys did or delve more into the Appalachian culture. In English, they will be analyzing the book. In Science, they will investigate rockets then build and launch the rockets. All this will culminate in the 8th graders teaching three topics to the K through 3rd grades. The topics to be taught are Moon Landing (5th Anniversary), Mars Rovers, and Colonizing Another Planet. The 8th graders have designed their own lessons and will present them to those grades on April 29th. They will also help the younger students build their own rockets and get a chance to launch them in the field. It should be a day of fun and excitement for all. If you have any questions please contact Mr. Hale or Mrs. Massand.

Chemistry Lab Report

By [Marlene Dapice](#) (Science Faculty and Dean)

Students have completed a series of laboratory experiments on different types of chemical reactions: synthesis, decomposition, single and double replacement, and combustion reactions. Reports involving the analysis and interpretation of results will be completed and evaluated to determine each student's understanding of the material. Students are now exploring kinetic theory, and how it relates to gases, liquids, and solids. What manometers are, and how they are used to compare the pressure of a confined gas to the pressure of the atmosphere, is currently being discussed.

Sixth Graders Have Questions for the Roman Republic by [Jacquelyn Renner](#) (Social Studies Teacher)

What should governments do? Sixth grade is searching for the answer in the Roman Republic. Through the map activity the students analyzed cause and effect links between geography and Rome's development. Then they identified main ideas and details about the government of the Roman Republic to compare and contrast the effects of different government structures. Using documents such as the Twelve Tables to debate the value and effects of Roman rule with that of the American presidential system. Next week will see the Republic's growth and crisis.

Into the Woods

by Tom Heineman (Fine Arts Teacher and Dean)

Fourth through Sixth Grade students are gearing up for the Spring Musical, Into the Woods. It's a production that combines characters and stories from four different fairy tales. 5th and 6th grades will sing the second finale together, a reprise with new words of the principal song of the show. 'Giants in the Sky,' a tune that is related to the tale of Jack in the Beanstalk, is being sung by 4th graders. We discussed the moral ambiguities of the original tale, if there was a morale to the story, and their impressions of Jack. Students also considered the perspective being voiced in the song. The challenge of singing a piece of music with three independent parts is one in which the 5th graders have assumed. The demanding opener for the musical, 'I Wish,' is filled with staggered vocal entrances and overlapping lines in which students need to count and maintain their independence. It's a good lesson for the 5th grade students, as this is not a song that they were able to understand or execute instantaneously; they will need to practice it in order to work toward a strong, accurate performance. Each student in 6th grade has a character to play in the musical, and they are working toward understanding and expressing their characters' personality and motivations. Most of the roles contain certain distinct traits that are not necessarily predictable: the Baker is prideful and principled, the Baker's wife is forceful, determined, and not always virtuous, a pair of Princes are haughty and arrogant, Cinderella is vain, deliberative, and insecure, and the Witch is vengeful, lonely, and possessive. Some of the characters, however, will learn, grow, and change. 6th grade students are striving to give emotional, expressive performances replete with mannerisms reflective of their characters.



American Identity

by [Amira Booth-Soifer](#) (English Teacher)

American Identity: After the American Identity students finished reading Jhumpa Lahiri's "The Namesake," they wrote investigative analytical essays about the text. These essays explored many notions raised by the text, including the idea of the general American "immigrant narrative" and the way in which such a narrative was represented in "The Namesake" in particular. This paper also led to an in-class discussion and exploration of how students (and their families)' immigrant narratives inform students' own American Identities, as well as our identity as a particularly diverse school in which almost every member of our community has an "immigrant narrative" somewhere in their background.

Since then, we've switched gears and are now going "back in time" (literarily speaking) through reading E.L. Doctorow's sweeping epic about the turn of the 20th century which features many real-life characters from that time period (such as Freud, Pierpont Morgan, Evelyn Nesbit, and many others). As with "The Scarlet Letter," (our first text of the year in American Identity), "Ragtime" is set in a historical period which occurred well before the one in which it was written. As in our reading of "The Scarlet Letter," we have been deliberating and exploring how authors' awareness of their own historical lens affect the novels. Students also discussed the difference in plot and character driven stories-- as the "drive" in "Ragtime" changes part way through the novel. We have had several lively whole-class discussions about the many ways in which the 20th century (and the beginning thereof) began to reshape America and the identity of Americans. Through delving into topics as diverse-- but yet often still applicable in the modern world-- as the creation and exploitation of celebrity, technological advances and the ways in which they shaped the U.S. economy, students are able to consider several different points of view while reading "Ragtime," which will help them throughout the remainder of our time reading this novel and any writing projects which arise based on "Ragtime"





Sebastian in Third Grade Perform a Violin Piece in Nursery - Picture shared by Mrs. Vogel

Read All About It: "The Garden School -- Bringing Amateur Radio To Today's Youth" At The April 19th FLARC 2019 Speaker Series

Bringing youth to amateur radio is the holy grail for many hams. But a small school in Queens has accomplished just that and with award-winning results. John Hale, KD2LPM will lead a panel discussion on the development and growth of a club which has been nationally recognized for its achievement. The Garden School launched the club in 2016 and stands out as the only active radio club in any of the city's schools. Students from the sixth through 12th grade can join, and the club was recently awarded a blue ribbon at the 2018 New York City Maker Faire for its innovation, creativity and ingenuity. The school's radio club, which has grown consistently to around 20 members since its launch, has competed in contests and learned all about operating ham radios from inside the 78th Street school. The FLARC 2019 Speaker Series is honored to have as its program John Hale KD2LPM who was recently named the ARRL's Hudson Division "Ham of the Year" for his work on this project, Gerard Pilate N2WGF, President of the Hall of Science Radio Club and a partner in this project, and Michael Ricatto KK2KKK a Queens entrepreneur and community advocate for the project. The talk will be held on Friday, April 19th at 7PM at the Fair Lawn Senior Center, 11-05 Gardiner Road in Fair Lawn. All are welcome and refreshments will be served. For those interested in developing STEM programs and other related activities in today's youth, this will be a seminal event. So save the date and come to the Fair Lawn Senior Center at 7PM on April 19th for a unique night of discussion and learning and creating 21st century amateurs. For more information, please visit the club's website at www.fairlawnarc.org or call 201-791-3841.