



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

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“Cultivating Success in Every Child”

Friday, October 11, 2019

Thoughts for the Week

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

I have often thought about what it means when we say that there are our core values. This idea that there are certain ideas or values that sit at the center of the life of an institution or of an individual reaches back to the classical

world in which the idea of the good, the beautiful or the just dominated the intellectual landscape. For the ancient Greeks, the idea of the good pushed many of their other ideas and social institutions toward the attaining and implementing that value into their lives. As a nation, as a school and as individuals, we, too, have embraced a set of core values and then attempt to conduct our lives within that context and guided by those principles. Our public life has been held within the idea of freedom, law, justice and equality. These have been the core values of our society, since our founding. We may not have always achieved their realization in every aspect of our life, and we may as a society have violated those values, but we have always held those values as an ideal to be ingrained and implemented in our social fabric. Today those values are under attack. **(Continued on the Next Page) —>**



These values – kindness – justice – opportunity – tolerance – individuality – are far more than talking points. They are real, ideal and necessary. Garden School's core values touch each and everyone one of us everyday.

through words, actions and beliefs. Our central social beliefs have been assaulted and continue to be assaulted every day by our social structures, our economic disparities, our devotion to consumerism and our political leadership. Each day some core value undergoes an assault in the media, in the legislative and executive bodies and on our streets.

Across the world, we see the resurgence of racial hatred, of xenophobia, of religious, social and political intolerance. However just today, we have seen the Nobel Peace prize given to a political leader who pushed aside generations of hatred and violence for the greater cause of peace. He held to his core value. President Abby Ahmed of Ethiopia recognized that pursuing peace with Eritrea, despite decades of war and hatred, was a value that had to be pursued with dedication, audacity and commitment. And he achieved that goal.

As I observe these 'lights' within the growing darkness of hatred and racism, I feel so strongly that our school, all schools, need to cling to our core values and guide our students into recognizing that these ideas are more than just the language used in our public relations literature. These values — kindness — justice — opportunity — tolerance — individuality — are far more than talking points. They are real, ideal and necessary. Garden School's core values touch each and everyone one of us everyday. Life is not an abstraction; it is a concrete experience, guided perhaps by abstraction, but nevertheless existing in the details of daily life. To be kind each day, to be just, to support others, to support our planet, all of these daily activities move us closer to realizing our core values.

Values are not the 'extras' that a school offers; they are the center of the educational experience. The academics are there, and they are held within the context of a ethical value. It is clear that in studying history, literatures, science, the arts, sports, math, that core ethical values exist within each academic discipline. How many literary text explore a moral situation; how often does history force us to confront either moral failure or moral success; how does science demand that we position discovery and advancement within a moral context. These academic disciplines contain and have contained from the beginning of 'education' the idea that learning and ethics touch in each other and enrich our live as individuals and members of a society.

Let us all together, reaffirm our commitment to the values of Garden School, to kindness, justice, individuality, diversity, and let us hold fast to these values in a world that at times is hostile to these ideals and yet needs them more then ever. Just like President Ahmed, we can make our world reflect what is good and ideal in our lives if we hold fast and true to what we believe.



International Night

is Thursday

October 17 from 4:30 to 7:30

in the Garden School Gym

Tickets are \$10 at the door (\$25 for families of three)

Come feast with us around the world!!

There will be music and all-you-can-eat food from around the world!

The **gym** will be transformed to represent the diverse cultures that make up our school!

We need hot food donations! Please see your child's homeroom teacher to sign up for a donation! Or see Mr. Melara, Mrs. Ahfeld, Mr. Gomis, or Mr. Roselli



REMEMBER
FOREVER

Dates to Remember



- Monday, October 14th — **No School** — Columbus Day Holiday
- Thursday, October 17th — International Night (From 4-7 PM in the gym)
- Friday, October 18th - **No School** - Faculty Workshop Day
- Saturday, October 19th - PSATs for Tenth Graders (see Mr. Battaglia)
- October 21st - 24th - United Nations Week
- Monday, October 28th - Senior Class Photo Day



Tenth Graders are Solving Equations and Deriving the Formula for Quadratic Equations by [Lauren Little](#) (Math Teacher)

In our Algebra II / Trigonometry class we have been working on solving equations. They started with linear equations and rational equations, and are currently studying quadratic equations. This week in class, we derived the quadratic formula which is used to solve quadratic equations. In the coming weeks the students will learn about radical equations and then

we will move on to solving inequalities.

was during our lesson on human, natural, and capital resources. Groups of students “rolled for resources”. Upon rolling a die labeled with each of the three resources, the student had to locate a match from the pile. Once each group member identified all three resources, they completed a chart that listed the resources and how they could be used to produce a good or service. The people and the land lesson focused on how people interact with their environment. One area study was how the climate affects what kind of shelter is best, such as having a peaked roof in snowy regions. This led to the first research activity of the year. With Mrs. Dapice’s help during computer science, each student completed research on a different style of home to write a book that answered the five W’s. Also, in this lesson was a discussion on using technology to conserve resources. Students watched a video explaining how an air scrubber works and sequenced the steps of a water treatment plant. Next week will be the start of our regions study in the Northeast.

Fourth Graders Think About How the Environment Affects Our Daily Life by [Jacquelyn Renner](#) (History Teacher)

How does the environment affect your daily life? This is the essential question the fourth grade was presented with at the beginning of our study of the geography of the United States. The class was introduced to the five themes of geography to help understand the what makes each region of the United States unique. We plan to make a journey across the five regions of the United States. This introductory chapter includes the five different regions, landforms and bodies of water, the difference between climate and weather, the resources of the regions, and people and the land. A favorite activity during this chapter ->

First, Second, and Third Grade Mandarin Scholars by Kelly Yang (Mandarin)

Our first grade students learned the common objects in their school bag, such as pencils, books, paper etc. They are able to identify and ask these objects in Mandarin Chinese. Also able to respond to commands having to do with these materials. This week we begin to learn classroom items, our kids will learn to identify several classroom items and to follow and to give one-step simple classroom instructions. The second and third grade students is learning weather and seasons. The students can use appropriate words and phrases to identify weather and to share their preferences about the topic. Students will orally identify the weathers as well as in writing as they practice write the characters for each. Later on students will learn when the Spring and Moon festivals are celebrated and will be able to identify the season in which they take place. Students will also have opportunities to review previously learned months, colors, and numbers by singing songs.

activities involving apples: apple tasting, apple sorting, apple patterns, and sequencing the apple life cycle. We even turned our kitchen into an apple orchard! The students can pretend to be chefs, customers, and cashiers as they practice using different apple vocabulary, foods, and drinks that they learned such as apple cider, apple pie, apple butter, and the different names of apples!

Dr. Davie's Farm to Pick Apples is an Introduction to Science for Kindergarten by Lauren Yandow (Kindergarten Teacher)

This week was a very exciting week for us in Kindergarten! We got to go on our first field trip to Dr. Davie's Farm to pick apples and pumpkins, and learn about what goes on at an apple orchard! This has been our first big science unit in school since fall has begun, and students have already learned about the different types of apples, parts of an apple, and how an apple grows! We still have much to learn about pumpkins which will be our next fall science unit, but going to the apple orchard will give the students some great exposure to this yummy fall fruit! In the classroom, students have engaged in many different

Fall Apple and Pumpkin Picking

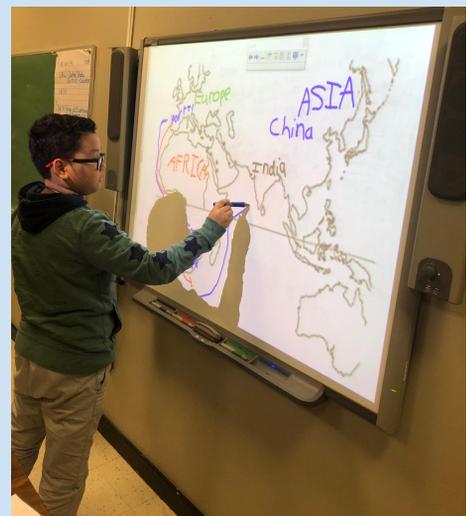


Discussing our Nation's Migration History in Fifth Grade Social Studies by Jacquelyn Renner (History Teacher)

Fifth grade began social studies with the first Americans and will reach the early 1900s by June. The students discussed the theories of migration and how Native American groups adapted to different environments. The students discovered that the place the groups lived influenced not only the types of homes and clothing people required, but also the foods eaten, raw materials for tools, and the leaders and rules followed. A culminating activity was a lift the flap project. Each small group, using library books, learned more about a cultural region, such as the Eastern Woodlands and the Pacific Northwest. Then the group created a poster with flaps that could be lifted to read about food, clothing, tools, homes, and religion. The students enjoyed reading their classmates' poster to learn more about Native Americans.

This week the class was asked to think about a time when they explored

explore is the big question for the next chapter, the Age of Exploration. After reading a story about Álvar Núñez Cabeza de Vaca each student wrote a persuasive speech to convince the rest of the class to embark on an expedition. The speeches promised riches, exciting new places, discovering new animals, and danger. Some students were cheering the "captains", others requested more gold. Other popular activities were writing and decoding Viking messages written with the Runic alphabet and creating picture dictionaries of navigational tools, many developed in Prince Henry the Navigator's school. Next the students will be sailing with explorers for Spain and learning about the Columbian Exchange.





Under the Apple Tree by [Mrs. Joanne Vogel](#) (Nursery Lead Teacher)

The nursery students are 'falling' into the season of autumn by using familiarity with colors. Reinforcement of the season comes through literature selections: Autumn is for Apples, Ruby's Falling Leaves, and Clifford's The Big Leaf Pile. The current selection is My Leaf Book by Monica Wellington, and it leads to discussion of different types of leaves and trees. Sorting leaves is a favorite class activity, as is the creation of the class leaf book. Seasonal songs add to our musical day: Way up High in the Apple Tree, and Autumn Leaves are Falling Down by the Learning Station.

Our daily calendar activity lends to discussion of holidays and traditions. A special treat for all was Harper's sharing her family's tradition of dipping apples in honey: 'L'shanah tovah' wishing us all a good year! And the mention of a parent's trip to India sparked an exploration of what you might do in that country. All great teachable moments.

So parents can engage in fruitful discussion and exploration through neighborhood walks to collect leaves to share with the class. Share in the many songs as you walk; check out some of the favorite stories in your neighborhood library; relive stories of favorite family customs and traditions; discuss the world through family trips. See the world through your child's eye!



Volleyball Update Both in the Classroom and On Our Varsity and Junior Varsity Teams by Michelle Ferreira (P.E. Teacher)

We are still in the middle of our Newcomb / Volleyball unit. Newcomb is a different version of volleyball which it basically focusing on throwing and catching. They are split into teams which the first two weeks we do explain how to spike, set, bump, and serving a ball but for some of students it's hard for them to serve the ball from the back line and make it over the net. So, with Newcomb we have the same boundaries as volleyball it's just you throw the ball, but you can't pass a certain line and then you toss it over the net to the other team and they must catch the ball or return it back by bumping, setting or even spiking the ball over the net if they don't and the ball hits the floor then the other team will gets a point. We as teachers also ask the student that we can throw the ball to them and they can bump it over the net too. Every student on the team must throw the ball or get a chance to serve the ball if they choose too. This year some students are more comfortable trying to bump, set and serve the ball which we encourage them to do. Both 7th and 8th graders seem to love this unit a lot it helps the middle school volleyball girls team a lot to practice their skills in class and to perfect them.

GIRLS VOLLEYBALL:

To inform everyone of our Girls Volleyball teams. Its the first time ever we decided to do 3 separate teams this year and its going great so far.

Girls Middle School Volleyball team is undefeated with 4-0 with only 4 more games left for the season.

Girls JV Volleyball team is 3 - 1 with only 3 games left.

Girls Varsity Volleyball team is 6 - 1 with only 3 games left.

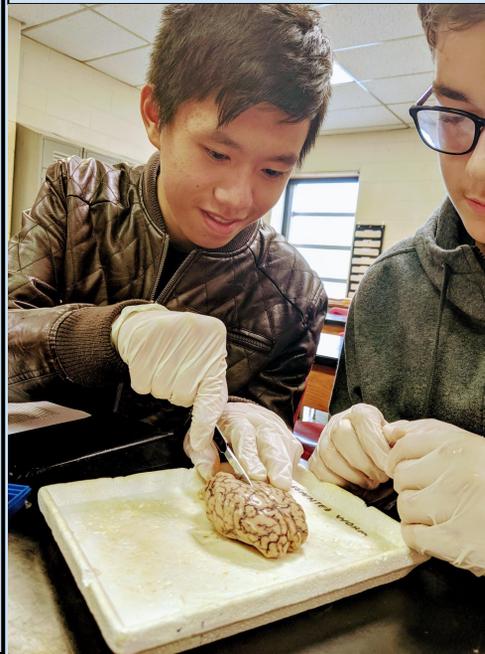
Please come support us and wish us luck at the next upcoming games. The schedule is up in the main hallway and also on the Garden website under Athletic Programs. Thank you all.

Digging Up the Past to Discover How Early Humans Lived by Jacquelyn Renner (History Teacher)

Think of a time you have cleaned out a closet, locker, or even a backpack. What could those found items reveal about your past? Old school papers could reveal topics studied in the past. Old movie tickets might recall an old movie and time spent with friends. This discussion with the sixth grade began their study of early humans. Students predicted what scientists could learn from the remains of ancient people. The students know now what artifacts show about early humans and specific archeological finds that suggest human life began in Africa. From there students learned that the development of new skills allowed hunter-gatherer societies to survive. Students took part in a simulation to see if they had the skills to survive as a hunter-gatherer. Each student hunted through the room to collect as many foods and resources as possible. Many students thought having all the fish and bison meant they would survive. However, if they didn't have a net to catch the fish or a bow and arrow for the bison, they only saw the prey but didn't catch it. They were then allowed to team up and share resources, illustrating the need for early man to work together to survive. Throughout the Ice Age the culture of these communities became more complex. One example of this growth

is the evidence of art. The class took a virtual tour to the cave paintings at Lascaux, France and Altamira, Spain. Closed now to the public for preservation, the students viewed full sized replicas of the cave art. The ability to create paint, find a way to paint on twenty-foot ceilings, and the spare time to complete such works demonstrates that people were capable of more advanced thinking. In small groups the students created their own cave murals to represent Paleolithic life. They included tools, men and women's roles, an example of hunting, and the most important discovery, fire.

This week the class has begun to learn about how life changed with the birth of farming. Through a case study of Catalhoyuk, a Neolithic village in Turkey, students looked at artifacts, the building, and burial sites and read excerpts of interviews and essays to determine how civilized the village was. They will present their conclusions through writing.



Ninth Graders in Ms. Wright's Biology class dissect a lamb brain to differentiate between white and gray matter.



Dispatch from Camp Herrlich - October 2019 - by Mr. D'Anna & Ms. Renner

This year, Garden School brought the fifth and sixth graders to Camp Herrlich in Putnam County, where they have engaged in science-focused classes for over 15 years with the camp's knowledgeable staff. During the three-day excursion, the students were broken into groups where they learned alongside their peers in an outdoor and experiential setting. They learned about wildlife, geology, ethnobotany, orienteering, and ecology. They were able to spend time immersed in nature taking in the various sights and scenery before them. On Wednesday night, students were fortunate enough to make a campfire and roast marshmallows! Thursday night yielded a fun dance party where the students could cut loose and bust a move! Finally, the students applied all they had learned to complete a scavenger hunt around the campus Friday morning before completing team building activities like "Marble Run" "A-Frame" and "Untangle".

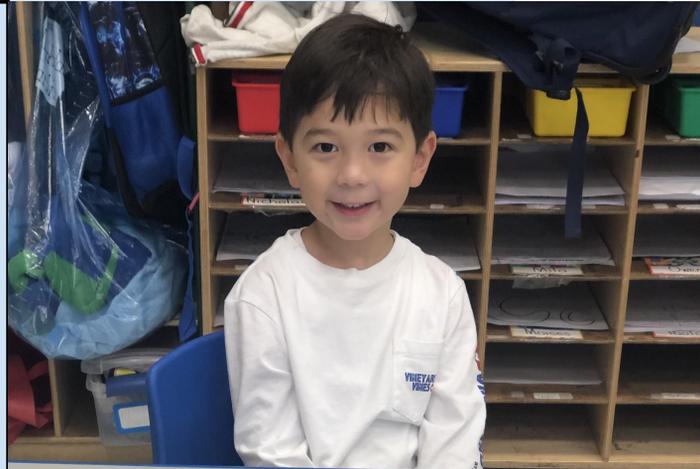
During free time after classes, the students organized their own soccer matches, played basketball, or played together on the swings and playground. It was during those small-group classes and times of free play that the students made new friends, strengthened ties with one another, and shared their own personal experiences.

Despite a rainy Thursday, the resounding pleas of students begging not to leave or to come back again next year is proof that the time spent there was memorable for each and every person. We look forward to another great trip next year where students will be able to replicate these same experiences.

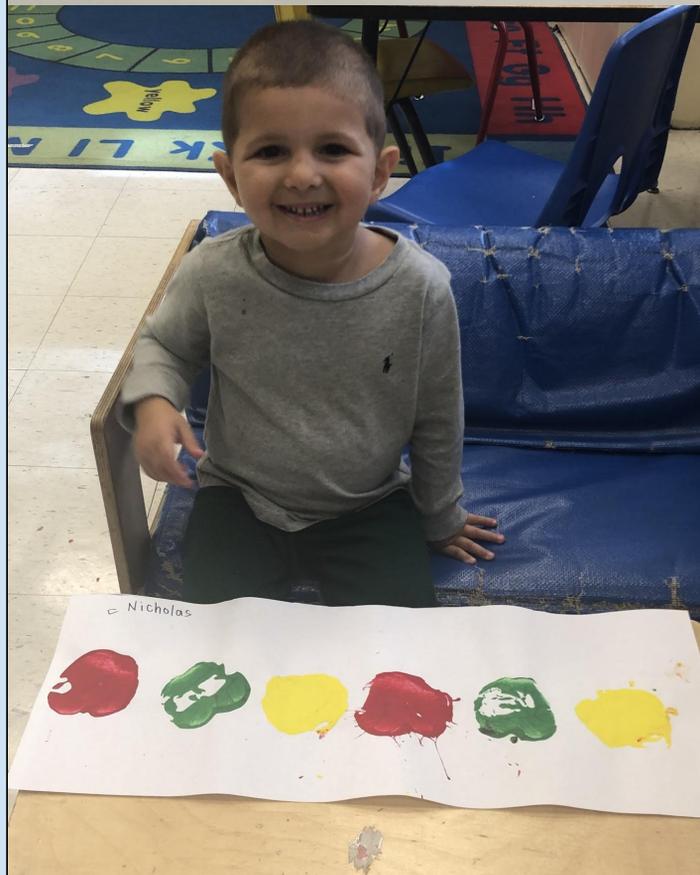


Have you ever eaten part of a flower? You have if you have eaten an apple! By [Eileen Reyes](#) (Pre-K Teacher)

The beginning of the book *How Do Apples Grow?* by Betsy Maestro, a book read by the Pre-K, has set the stage for our Science unit. Fall is the perfect time for apple picking and the perfect time to learn about apples. The celebration of Johnny Appleseed at the end of September kicked off the topic of apples. A comparative study of different types of apples was done in cooking class as the students used many adjectives such as: round, big, shiny, red, yellow, green, etc. More adjectives were practiced when these different types of apples were tasted. Words like sweet, sour, cold, tart, juicy, etc. could be heard coming from the science center. Apple toy materials were added to the dramatic play center. Menus with apple food products help to create pretend apple picking, shopping, and apple cooking play in this center. Apple print patterns were created in the art center, number matching with finger apple prints was done in the math center, and apple dissection was done in the science center. The life cycle of an apple and apple seed planting will be done the next few days. The apple life cycle will be reinforced with sequencing cards that will be added to the math center. *Apple Surprise*, by Donna Rice, *Apples, Apples, Apples* by Nancy Elizabeth Wallace, and *A Day at the Apple Orchard* by Megan Faulkner are some other books that we read.



Making Art Inspired by Johnny Appleseed Stories



Just One More Picture, Please



Can you guess what Lyla's shirt says? And what is the language. Let us know at the front office. The winner receives a "job well done".