

We strive to be

Reflective

Principled

Courageous

Open - minded

Knowledgeable

Communicator

Balanced

Thinker

Caring

Inquirer

LEARNER PROFILE

fenestra

Primary Years Programme Edition

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A window to our culture of learning and sharing

For Internal Circulation only

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Winning laurels for school!!



Class 3 students secured 3rd position in PYP network meet held at Aga Khan Academy



Syed Zainul Hassan Abedi of class 3A secured 1st position in 60 meters race in PYP network meet



Syed Zainul Hassan Abedi of class 3A secured 2nd position in 200 meters race in PYP network meet



Beaming with smile !



Shafaat practiced to win laurels



Mohammed Ali secured 3rd position in relay race

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PARENTS' SURVEY

By Minhaj Arastu, Principal

In the morning rush, we hardly have time to glance at the mirror to see if we look presentable. Even if we had time, we feel a little guilty about gazing at ourselves for more than a second. The mirror is such a tricky and complex tool !

But, as a school, we must take some time to look in the mirror. We must gaze, examine, and critique ourselves, especially now that we have completed our 6th year and are embarking on the IB Middle Years Programme.

The mirror for our school is the school community and especially the parents. In October 2018, we conducted a Parents' Survey during the distribution of 1st term performance reports. The survey focused on 5 key areas which are central to our mission statement : **The Child, The Teacher, Building & Furnishings, Communication, Access**. In each key area, we asked parents about their level of agreement with 4 or 5 statements. Parents had to choose from these options : Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD). This article is an overview of the results of the survey, highlighting areas of strength and areas to improve.

One general observation from the parents' survey is that our school had very high satisfaction on the clincher question: "My child enjoys studying at Focus School. I recommend the school to other parents". 97% chose SA or A. Across all the questions in the survey, 95% chose SA or A, while 4% chose N, and less than 1% chose D or SD. This general pattern is very encouraging and inspires us to keep on striving towards our shared goals. It means that to a very large extent, parents believe we are delivering on our mission statement.

The specific areas of strength were : Teachers, Building & Furnishings, Communications, and Access. This means that 95% or more parents chose SA or A for statements about the areas above. Teachers are qualified, give appropriate academic work, encourage open-mindedness, give individual attention, and make learning practical. The building is safe, clean, vibrant and provides varied resources for learning. Communications with the school are open, respectful, and clear. The school provides access to education regardless of community, language, and gender. Some of the areas for improvement were : The Child

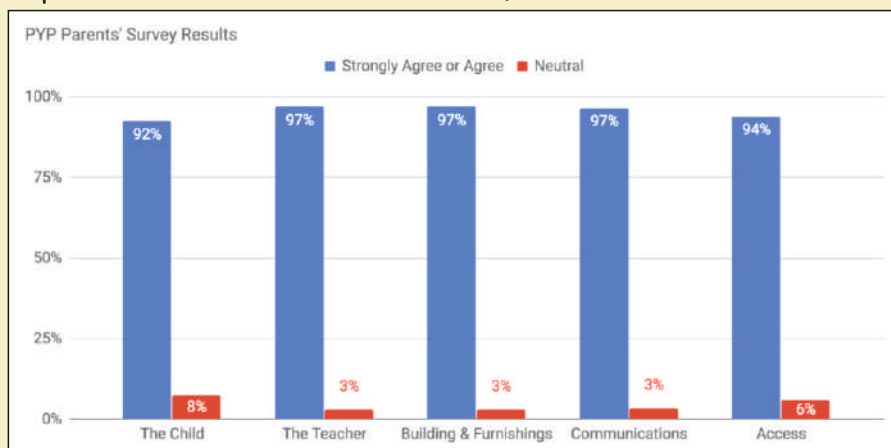
and Access.

Roughly 6% of parents chose N when asked about whether their child is challenged to excel or to think critically. And 10% of parents chose N when asked if the school guides their child to be principled, caring, and balanced. Another 12% of parents were neutral on the question about whether our fee structure is fair and whether fees are collected in a reasonable way.

Based on the survey, our school has a course of action laid out by our community mirror. For us to educate children better, we must differentiate more. This means we must challenge the gifted and talented students; we must support the academically weaker students; and we must focus increasingly on values and life skills.

Based on the feedback about our fees and fee collection, we must streamline our collection systems. And we must share more information about our fee structure and budget so that parents can understand the value for money that they receive in our school.

In the end, I am happy that our school looked in the mirror because it has encouraged us and pointed the way to improve. Every mirror has flaws and distortion, but with parents' active and constructive engagement, we hope to keep getting feedback that will bring us closer to the vision that is summed up in our motto, 'Curious minds, caring hearts'.



PLAY..... HOW IT IMPACTS A CHILD'S LIFE?

By Ruhena Fathi, Vice Principal

What do children do all day long? They play! Why do they play, instead of work? You might say because they are kids. But do you know that play is really a child's work? That's how children learn all their skills throughout life. When parents talk about play, they think it as if it were relief from learning. But for children, play is really the work of childhood.

I remember my childhood days and those memories are still fresh in my mind when I, along with my cousins, played games such as buying and selling in a market or being a teacher, where we use to collect all the items available at home and enjoyed playing. But now the child's only toys are electronic gadgets. There are health risks for children when they spend too much time in front of screens, or use devices inappropriately. Do you think this is a good sign of growth and development? No, not at all.

When you think back in your childhood, what happy play memories come to mind? Adults today tend to think back in their childhood play memories with

nostalgia and often remember them as "good old days." Remember as a child how play just came naturally? Give your children time to play and see all that they are capable of when given the opportunity. Memories of joyful and meaningful play experience help bind families together emotionally, even long after children are grown. This makes us think, are our children experiencing the same joy, meaning and family bonding in their play?

Based on the experience, research and feedback from our pre-primary parents last year we decided to start Nursery so that we can foster and help children in developing the skills required at this age.

As soon as a child completes 2 years, parents become eager and start their search for schools that can provide the best education. Many parents are confused to decide whether to select a preschool where children are given a lot of opportunities for learning through play or their child should go to a formal traditional school where teaching

and learning are assumed as the best way. Nowadays a lot of emphases is given to learning through play or play based learning.

Children are naturally motivated to play. A play-based program builds on this motivation, using play as a context for learning. In this context, children can explore, experiment, discover and solve problems in imaginative and playful ways. Play helps children grow strong and healthy. It also counteracts obesity issues facing many children today. Play helps children grow emotionally. It is joyful and provides an outlet for anxiety and stress. Children practice and reinforce their learning in multiple areas during play. Play provides rich learning opportunities and leads to children's success and self-esteem

As parents, you are the biggest supporters of your children's learning. You can make sure they have as much time to play as possible during the day to promote cognitive, language, physical, social, and emotional development.



Learning to be disciplined



Learning to balance



Reaching towards the height of development

GENERATION IB

By Sheherbanoo Fathi, Primary Years Programme Coordinator & Vice - Principal (Curriculum)

The International Baccalaureate has certainly made an impact since it was launched in 1968. From prime ministers to astronauts, teachers to filmmakers, an IB education has developed generations of inquiring, knowledgeable and caring young people who seek to create a more peaceful world.

Focus School students have made few but significant efforts in a bid to create a more sustainable world and I hope and pray that their efforts will not go in vain but one day create a ripple effect will result in people making conscious decisions towards a sustainable society and a world at large.

The School's Annual Day was a step in that direction. Students raised awareness through song, dance, and drama to several

issues facing the world such as deforestation, pollution, use of plastic, etc. The students did an amazing job and brought home the message very confidently and creatively.

Another major step in this direction was the Class 5 PYP Exhibition, which again saw students identifying the burning issues faced by the world and spread awareness through their creative presentations. A noteworthy action taken by students was towards generating awareness against the use of plastic. Students made reusable cloth bags made out of old discarded t-shirts and sold them in the market area and also did a street play on the same issue. This impact was so powerful that we had a parent who went a step ahead and distributes cloth bags on the day of the exhibition. At

school, we are consciously making effort to reduce plastic and hope to have our school a plastic - free zone in the near future.

Another group of students set up the sale of innovative products made out of waste and it was a real hit.

This is to name just a few of the many actions taken by Focus School students which is an evidence of the students belonging to Generation IB and who will I am sure in the long run to create a significant impact on the society by making it more sustainable.

“Never doubt that a small group of thoughtful, committed people can change the world; indeed, it is the only thing that ever has.”
By Margaret Mead



Street Play



Action taken by students by putting up silence zone posters nears Focus Schools

IMPORTANCE OF RHYMES

By Sara Azher, Homeroom Teacher Nursery A & B

Being a Preschool teacher I always felt that rhymes play an important role in a toddler life. Rhyming is an important part of the early childhood experience, both in and out of the classroom. Rhyming is just part of the phonemic awareness of working with language, sounds within the language and playing with the language.

So basically why rhymes are important in toddler's classroom?

Singing nursery rhymes and songs to children as young as babies can help develop their language and communication skills from an early age. They help in the development of literacy skills. Most of the kids enjoy and relish different rhymes in the class. As a teacher I think rhymes also help them develop social skills among kids. Like they learn to recite rhymes with their peers. Sitting next to each other holding each other's hands and singing row row row your boat, ring roses, and many others.

Rhymes can be taught in accordance to many topics. Most of the kids enjoy learning through rhymes. And this creates a wonderful atmosphere in My class. The kids who are shy and doesn't take part in class activities also joins in the rhymes sessions.

IMPORTANCE OF RHYMES:

1. Children learn new words.
2. Develop their non-verbal communications skills.
3. Learn early math skills.
4. Nursery rhymes expand your child's imagination. It allows you to take your child into a world of fantasy and play and easily develop your child's visualization skills.
5. Rhymes also greatly improves a child's vocabulary. Children hear and use words that they would never come across in day-to-day communication.
6. Singing nursery rhymes allows all kids, even shy ones to feel confident about singing, dancing and performing because they are so easy to grasp and fun. They really see the connection between movement, rhythm, and words.

7. They are good for the brain. Not only does the repetition of rhymes and stories teach children how language works, but it also builds memory capabilities that can be applied to all sorts of activities.

8. Most important is that they are fun to say as children just love the way rhymes sound.

As nursery rhymes are fun and full of sounds, children will tune into these sounds. My tiny toddler's favourite rhymes are a bag full of emotions, joy, and happiness. They like to sing it every day and enjoys it. My class starts with rhymes sessions and ends with rhymes sessions. This makes my kids energetic and happy. Rhyming is really fun. It just is, especially when kids get to throw in some of their nonsense words. This sense of shows children the learning can be entertaining and interesting.

You cannot make people learn. You can only provide the right conditions for learning to happen.” ~ Vince Gowmon



Sand Play



We love pets



Our trip to Kido Dido

BUILDING POSITIVE RELATIONS

By Meena Farath, Homeroom teacher PP1A

“Children learn to behave the have good relationships with adults. Early learning for children is relationship based.” — Jenna Bilmes Successful teachers are those that have the ability to maximize the learning potential of all students in their class. Positive teacher-student relationships promote a sense of school belonging and encourage students to participate cooperatively. A teacher should try to create an environment in which the students feel cozy and secure. As I am dealing with the age group of 3-4 years old many children step out of home for the first time so it significant that they settle down, feel comfortable and ready to embark on the journey of learning. Encouraging free play and allowing children to explore the manipulatives on their own instead of guiding them the way to play all the time, gives the students opportunities to mingle with their peers and come out of their shell and display their creativity in numerous ways. Daily practice is a tool which gives confidence to the child to work independently and confidently, once students develop cordial relationship with the teacher they tend to do everything asked for independently in order to impress their dear teacher. “Tell me and I forget, teach me and I remember, involve me and I learn” is a quote by Benjamin Franklin, that explains how vital student-teacher bond is to critical learning. I believe we all remember our first teacher and she leaves an everlasting mark on our personality hence it is central that students feel comfortable in the classroom, and develop mutual respect to attain success throughout their lives.



*Creative minds !
Imaginative use of material*



*Gross motor skills development
through cycle riding*



*Place value with
ice-cream sticks
by making bundles*



*Students giving instructions
before stating the prayer
during assembly*



*Peer discussion on
animal album*

WHY HOMEWORK FOR KINDERGARTEN?

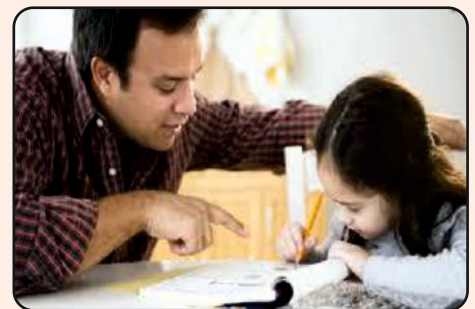
By Maryam Mirza, Homeroom teacher PP2A & Team Leader

Students spend hours doing it, teachers spend hours checking it. Homework is sometimes a burden to teachers and students but still it is necessary. Some people doubt homework's effectiveness, but teachers and researchers agree homework is essential.

Types of Homework.

Unfinished classwork, extension work / reinforcement, research / investigation / project work, study revision.

- Homework is an opportunity for parents to show kids that they value education. When a parent sits down with a child to work on homework, that adult figure is telling the child, "Hey, this is important. This is something I value." Homework can give parents an idea of what students are working on in class. By assigning meaningful homework that is relevant to what is going on in class, we can give parents a window into their children's daily lives and learning. Homework can provide students with additional practice and repetition. Children for sure need a lot of repetition to master concepts! Having students spend 5 - 10 minutes practicing something outside of school is an opportunity to get in some of that extra practice.



- Homework can send kids the message that learning needn't be restricted to school.

When you assign kids meaningful homework that encourages them to interact with their families and home environment, this sends the message that **learning happens everywhere** – not just at school. Here's an example of a simple homework task that sends this message: "Find 4 things in your house that start with the letter 'A' and draw them on this paper."

Tree - CW
Tall big and strong plants are called trees.
Trees have strong stem.
The main stem of the tree is called trunk. The thin stems are called branches. Eg:-
Mango tree and coconut tree

Write the ordinal number identifying the position of the starfish in each row below.

1st	2nd	3rd	4th	5th
3rd				
2nd				
5th				
1st				

20/2 Write any 2 describing words for the following

size	shape	colour	sound	taste	texture
big	small	long	short	fat	thin
circle	square	star	triangle	red	yellow
smooth	rough	soft	hard	salty	sweet

List down any 5 living and non-living things in your surrounding

Living	nonLiving
animal	table
flower	chair
boy	ball
girl	bat
plant	bag

STORY TELLING

By Hyderi Moosvi, Homeroom Teacher PP2B

Children have an innate love of stories. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves and about others. Story telling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions

Benefits of story telling	Different Techniques of story telling
<ul style="list-style-type: none"> Promote feeling of well-being and relaxation. 	<ul style="list-style-type: none"> Read aloud
<ul style="list-style-type: none"> Increase willingness to express and share thoughts and feelings. 	<ul style="list-style-type: none"> Using puppets (Stick puppets, finger puppets, hand puppets)
<ul style="list-style-type: none"> Increase verbal proficiency 	<ul style="list-style-type: none"> Flash cards, Drawing
<ul style="list-style-type: none"> Encourage imagination and creativity 	<ul style="list-style-type: none"> Screen Techniques (Shadow techniques, Hanging puppets etc)
<ul style="list-style-type: none"> Develops listening skills. 	<ul style="list-style-type: none"> Role Play & Songs

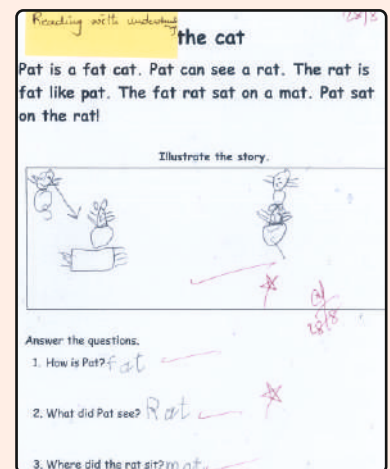
Young learners share a remarkable variety of personal experiences, values, and ways of understanding. The language they learn in the classroom is the tool they use to shape their thoughts and feelings. Stories can link not only between the world of classroom and home, but also beyond it.



Character dress up



Techniques of telling stories



Field trip activities



Circle time

DECODING EMOTIONS

By Kaneez E Fatima, Homeroom Teacher PP2C

“The best and most beautiful things in the world cannot be seen or even touched...
they must be felt with the heart....”



As human beings it is very important that we develop the ability to understand our emotions, the ability to express emotions productively, to listen to others emotions and the ability to empathize with others emotions. To be emotionally literate is to enhance the quality of life around us.

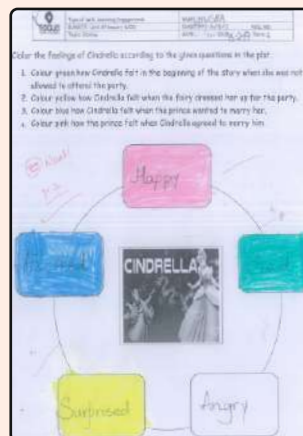
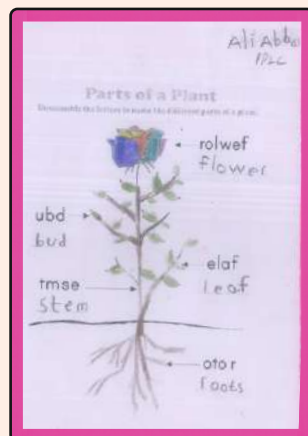
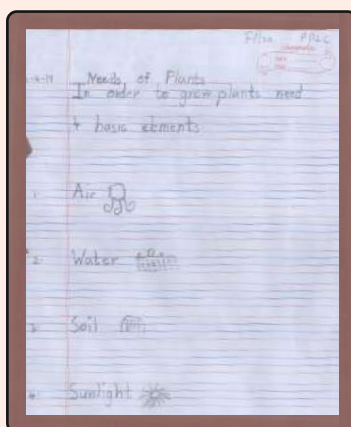
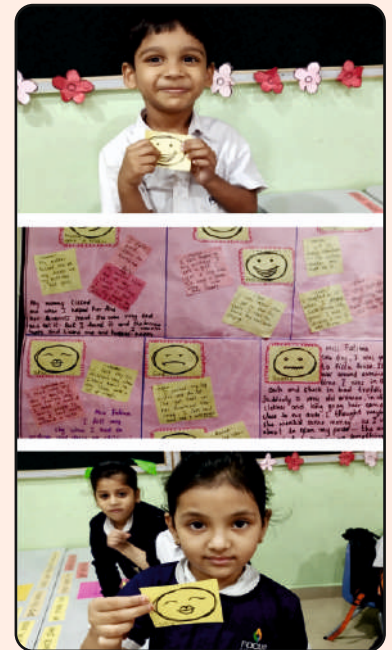
It just started out as a 'Tuning in' activity in relation to our class unit “Stories” and turned out to be one of my most memorable experiences. The children were asked to pick out an emotion chit, to connect that emotion to their experience and share their emotional experience with their peers. As the activity rolled on, I was in amazement, watching my students reflecting on their own life experiences, sorting them and

relating them to different emotions and then bravely and confidently sharing the same with their friends. It was a feast to the eyes, seeing my little ones sharing their emotions and experiences. They promptly separated their emotions into specific types and easily connected them to their experiences.

I noticed that they tend to think of emotions in terms of one dimension (good, bad. Happy, sad), so then I prompted and guided them to think about wider and deeper emotions such as mischievous, naughty, angry, excited, surprised) and this helped them to learn more about themselves and also the world around them.

As a teacher, I learnt that developmental learning not only takes place with pencil paper activities but also through an expressive hands-on activity like the one we did in our class. During this “Share your Experience” activity my students were given an opportunity to develop their communication skills, Listening skills, Analytical thinking skills, Reflective skill and also enhance their vocabulary. I am happy to have been able to create such an overall developmental experience for my class.

It was also an opportunity for me to get back in touch with my emotions!



ACTION TAKEN BY STUDENTS

By Ameena Farhat, Homeroom Teacher C1A

The most important way of showing understanding in a PYP student's learning is by taking action. When a student takes action, he/she applies new learning, extends the learning and makes a change. This change can be big or small! If we want children to make a difference in the world we need to help them personalize the action they take and understand that it is not just a mandate from their teachers and parents. As a guide, we need to provide the scaffold learning experiences that help students gain the skills (including how to collaborate and how to focus on solving challenges and knowledge) to take sustained and meaningful action.

As the topics we do in class are real-world analogies, it is vital that we connect each and every step of inquiry to current situations and take actions related to the same. I am glad many students initiated taking action during the unit “water” by putting up slogans to save water and watering plants from leftover water in their water bottles. During the unit “transport” students understood the importance of fuel and exhaustion of natural resources and preferred taking a walk to nearby places. Children became more open-minded during the unit of celebrations and as we live in a country with diverse religions and different celebrations, students learned to respect and rejoice in every celebration. As a part of the action, students of my class shared their learning experience by doing the sedimentation process with parents in unit 'sharing the planet'. Students started taking care of plants after observing different factors that affected the life cycle of a plant which they grew in class.

Therefore, learning that does not bring about a change in the child's perspective of the world or does not take an action suggests incomplete learning and inadequate exposure



Life cycle of a plant



Measuring capacity



Compound word activity

UNDERSTANDING AND IMPLEMENTING STUDENT AGENCY

A peek inside classroom

By Syeda Kulsoom Jafar, Homeroom Teacher C1B

With more and more emphasis being laid on Student Agency by IBO (International Baccalaureate Organization), and as this term hits the headlines of all the IB schools and workshops, I lunged into an enlightening venture by initiating inquiry into this field and I am astonished by the amount of learning this term alone covers. Agency in literal term means capacity of individuals to act independently and to make their own free choices. In education, student voice refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

In order to promote student agency in students of class 1, age group of 5-6 year olds. Introduction of different ways available to present student voice was significant. Acrostic poems and descriptive writing in language enhanced student vocabulary and encouraged the students to put forth their voice in creative ways. In order to promote student interest and optimize learning we used relevance to real life situations for example by organizing market activity in math for kids to gain hands on experience using fake money to shop, which gave them responsibility to use money wisely and inculcated the idea of need to learn using money. In unit of inquiry, students inquired uses of water, availability and importance of water through experiments, guest lectures and need to save it and came up with slogans to save water and expressed their concerns during assembly.

Choice boards helped multiply student choice to a great extent as they could choose their presentation style for any activity. Student ownership is highly encouraged and instances of incomplete homework / class work are reduced when students realize they are responsible for their work as it would be displayed around different corners in the class and they would have a vast choice for their portfolios.

To conclude sometimes we as adults tend to undermine the potential of kids but students never cease to amaze when choices are galore. Hence, student agency is nevertheless the process which makes children, all that we want them to be or even better need of the hour is to experiment in the right way and having faith in student as a facilitator and educator definitely brings out the best from the students.



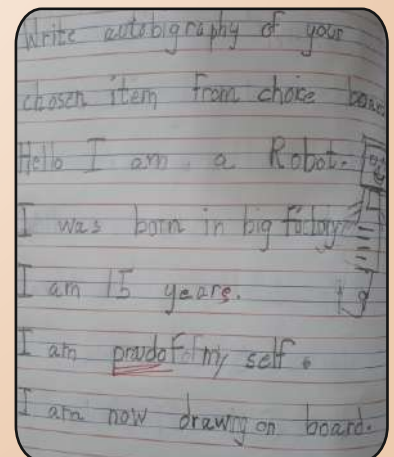
Money activity



Math equations



Factors affecting homes



Autobiography

EXPLORE AND LEARN

By Fameena Ali, Homeroom Teacher C1C

Educational field trips are some of the most memorable and enriching educational events that students will experience in their school careers and do not have to cost an immense amount in terms of time and money - Russel Tarr

Being an IB teacher and given the many ways we can use to drive inquiry and learning, I find field trips the most effective method to allow student exposure to real-life scenarios and learn through experimentation.

To get a better understanding of the unit “homes” students of class 1 visited “Shilparamam” in the Hi-Tech city of Hyderabad which delivered a real village experience and set students thinking how huts remained cool despite warm weather. They observed the types of roofs and village culture. The concepts of material used for building homes, factors affecting types of homes were effortlessly covered during the course of the trip.

Apart from different field trips held throughout the year, this year we took students on a metro ride in connection to unit “Transport”. Metro being the fastest means of transport introduced recently in the city was a new experience for the majority of students. Children asked many questions as they boarded the train, travelled on it and departed from the station. Successfully the concepts of fuel used, capacity, speed and structure of train were all covered in this field trip.

A field trip journal/reflection upon during or after the trip is imperative as it helps all the students to ponder over details which they might have overlooked. Using field trips as a fun-filled experience for learning requires prior planning and it's significant that we as educators visit the spot or are aware of the scope of a trip that the field trip would offer



Trip to Shilparamam



TINY STEP TITANIC ACHIEVEMENT!!

By Azra Fatima, Homeroom Teacher C2A & Team Leader

"A little progress each day adds up to big results." -Satya Nani

How important reading is?

Is it a fundamental skill to be mastered?

Are all the children fluent readers?

What is my role in enhancing student's reading skills?



Since beginning, guided reading had always been my favorite program at school because teaching in a small group helps us to meet the educational needs of individual child. This was the first year when my class was involved in Guided Reading and I was one of the Guided Reading Volunteers. I chose to work with the most struggling readers of the class. It was my goal to encourage children to read sight words quickly, and also to build their confidence through repetition. I aimed at mastering a few sight words each week through various strategies like see and say, spell reading, arm tapping, table writing, passing the cards game, sight words snake & ladders, look, say, spell, write, cover, check. With these strategies, I could help them to learn in a fun way. Even though it may seem that what we do in one day is not a lot, it does add up and amount to a lot in the end! Here I would like to add that teaching the child to read is not enough but we should develop a love for reading, and if you want them to read, first you read for them. We should read aloud a book every single day, because reading enhances a child's vocabulary, it develops mind and

gives excessive knowledge and lessons of life. It helps to understand the world better. It keeps the mind active and enhances creative ability. I would like to leave you with a quote by Jan Richardson and this is what I exactly feel at the end of each class.

"It makes me smile to see children learning over a table, dig into a book, solve problems and construct meaning, why because these children are experiencing wonderful feeling of accomplishment, they know they are becoming better readers and are excited about it."



A ROLLER COASTER LEARNING RIDE OF A MENTOR IN PYP EXHIBITION

By Aysha Farheen, Homeroom Teacher C2B



As a mentor this was my second experience with the PYP exhibition under the transdisciplinary theme 'How we express ourselves', with the central idea 'People used varied medium to address issues and bring about change'. I had a very exciting opportunity to mentor the group that had chosen 'Farming' as an issue relating to global warming as their independent inquiry. A string of activities and learning experiences had to be planned out in such a manner that an inner calling, awareness and concern linked to the issues of farming would be aroused in the mind and heart of each child.

- Students started with a graphic organiser to know what is farming, continuing with breakup of central idea to deepen the topic.
- They also watched videos related to types of farming, crops grown in India per annum, uses of pesticides on food and its effects, importance of organic food,

importance of saving water.

- Students went for a field trip to Dirty feet

Students did the following activities:

- The trip was accompanied by Ms Akhila and Ms Lakshmi at Vantimamidi Farm.
- Students experienced the role of a farmer.
- They gained first hand knowledge on the process of:
 - o growing saplings in the nursery.
 - o preparing fertilizer by using animal waste (cow-dung, goat-dung)
 - o farming, ploughing, weeding, sowing seeds and harvesting

Students returned with a rich collection of specimens of seeds of organic and hybrid variety. They also visited the Collection Centre and learned how crops, vegetables are fruits are export to supermarket, vegetable market and to the poor people. One day farmer made the kids realize the importance of saving water, why and how to avoid wastage of food and how to check seeds and food. The students came up with a strong action and understood the issues of farming which is affecting our global warming, how to help the poor farmers earn enough money according to their work.

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Before going to the field trip the students had many question in mind. A lot of inquiry was generated after the trip.

After weeks of hard work and determination by students under the guidance of their mentor, they individually presented their understanding of the topic and the concept they chose to focus on. They took a strong action by 'saying no to pesticides', they took a survey on organic

inorganic food, prepared posters on 'stop wastage of food',

I would also appreciate the parental guidance, support the students received in the inquiry to prepare the time lines of modern and ancient farming.



Activities in C2B

BUSY BEES AT WORK

By Batool Fatima, Homeroom Teacher C2C



Students doing clay activity



Students doing hands on activity on the topic Patterns



Science experiment on Food Adulteration



Students reading story books



Experiments on Air



Nature Walk - to identify different patterns in nature

MY JOURNEY AT FOCUS

By Kaneez e Zainab, Co-teacher C3

One of the most eye opening, magical and transforming experiences of my life was the day I decided to become a teacher. This extraordinary day came by accident when I visited a first grade classroom during my first year of college. It wasn't how I wanted to spend my day off, but I will be forever grateful to have said yes to my friend who needed an extra hand in her classroom. In order to fully understand what happened to me that day, I must start from the beginning. The reason why I became a teacher is the love of children that drew me to teaching. Teachers play an important role in our life in becoming a successful individual. A good teacher helps us to become a good human being and a good citizen of the country. I started my journey in Focus in 2017 in the month of May, on the first day I was amazed to see the unity among the teachers, they made me feel really comfortable as if they knew me from a long time. IB PYP was new to me and our PYPC briefed us about the curriculum and she showed us how to go about it. The sessions were interesting and absorbing as well. Everything looked easy but as I started work, there were many stumbling blocks. I had been appointed as an intern of class 3 and my lead teachers were Ms. Amena Imran and Ms. Nazia Razvi. As I walked to the front of the classroom, most of the kids ran up to me and wanted to know all about who I was. It was fun to be among those little ones who always look up to me for inspiration. I gained a lot of knowledge on classroom management from 321 Ignite program and by observing the classes of Ms. Amena and Ms. Sheherbanoo. Those little details helped me gain a lot of confidence and made me the person I am today. Here I saw that technology played an important part; planning, task sheets, blog, lessons, games, quiz and everything online, I learned to use and work on the system and now have come a long way. To me it's natural to keep learning all the time, I'm just made that way. Just starting the day with a smile and having high expectations of the child goes so far, I know they can learn. And they do it!

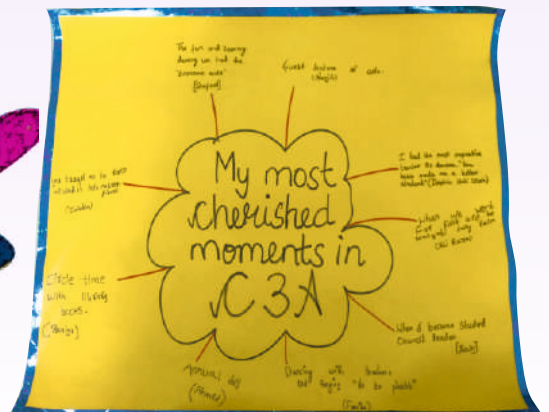
By Amena Imran, Homeroom Teacher C3A & Team Leader

And this is not new for any teacher. Not all students are alike. Catering to the needs of each child is the need of the hour. Different learning styles enable to understand differences and assist with student development. This is where, differentiated instruction towards teaching and learning comes, for this the teachers should be flexible in their approach to teaching and adjusting the curriculum to the needs of the learners rather than expecting vice versa. Research in the field of learning has led to the discovery of the Theory of Multiple Intelligence by Howard Gardner. In short, this theory states that each person has different ways of learning and different intelligence they use in their daily lives.

- These Learning styles have equipped me, with the ability to plan my lessons, bearing in mind how students learn best. As I became more aware of my students, I could individualize my instructions to meet each child's need. Connecting to my children by helping them see their individual intelligence, I was thereby lighting a candle inside them. I want my students to have the confidence that they have a special gift to contribute to this world just the way their brain is wired. I wanted each student to leave my class with the confidence that they are they are smart and then to maximize this quality in their future endeavours. All the best to my blooming buds!!

- **Mathematical - Logical learner :** To enhance this learning style we did sequencing activity, critical thinking, predicting, playing logic games (jigsaw puzzles), collecting data, experimenting, solving riddles, classifying, using manipulatives, using money(buy & sell), using geometry(learning angles & triangles).
- **Musical learner :** Here I tried going the lyrical way to make things easier to learn, but at the same time this was a little distractible to other kids. At times I noticed that children would hum /sing, play rhyming words game (with 3 letter words).
- **Visual - Spatial learner :** With the help of these activities the children learnt and absorbed much better with diagrams, drawing out concepts, charts, create mind maps, flowcharts ,cover page designing.
- **Bodily-Kinesthetic learner :** Most of the children benefitted from these role plays, dramas, dancing, learning with teaching aids, craft, sports.
- **Interpersonal learner :** In this learning style I noticed that the child were benefitted further by pair-share, group work.

Intrapersonal learner : There were some children who I often found preferred to work alone by themselves, enjoy independent work.



EVERY CHILD IS UNIQUE

By Nazia Razvi, Homeroom Teacher C3B

Children are unique. They are individuals and no two children are alike: physically, emotionally, socially and intellectually, they must be understood by their parents and teachers, and their individuality must be respected.

Ways to bring out the best in a child are :-

1. Make child responsible for his/her own choice:

Every student of my class is independent to take the more responsible choice of activities. By giving them the opportunity to express how they feel they show their understanding of the concept in different ways. (eg. Experiments, making the chart, oral presentation e.t.c). This makes them responsible for their choice.

2. Different learning style :

Every child has a different learning style and pace. Some children are fast learners , those gifted with exceptional intellectual capabilities. Some are slow, those who function at low intellectual capabilities but each child is unique, not only capable of learning but also capable of succeeding. (Sight words, Mental math, general knowledge e.t.c different child has different pace of learning)

3. Treat them as equals in every aspect of daily life:

Giving children time and attention, encouraging him or her to think of options and decide what constructive action to take in daily life. As a part of taking action, after the unit "Economics" One of my student wants to keep hen at home to get egg instead of spending money to buy from outside. This thinking skill shows an emerging future businessman in him.

By treating each child as a unique individual, influencing all areas of children's development: physical, social / emotional. An aesthetically pleasing space can develop a child's appreciation for the beautiful world around them.

"EVERY CHILD IS A DIFFERENT KIND OF FLOWER,
AND ALL TOGETHER, THEY MAKE THIS WORLD A
BEAUTIFUL GARDEN"



Experiment on chemical change



Properties of materials



Think, pair, share activity



Assembly on different cultures

A STEP TO FUTURE

By Arshiya Maryam, Homeroom Teacher C4A

The first step in the class as a homeroom teacher was full of mixed thoughts and emotions!!

You know when you are prepared but in a corner of your mind, you think, "will I be able to...."??

This term was a new experience for me being a homeroom teacher of Class 4A. Being a Math teacher for the year, I was happy with what I was best at. Fraction, decimal, and perimeter were all well settled in the **AREA** of my brain as that was my expertise for a good number of years. Now I also must adjust the Unit of Inquiry which is social / science into it. I was not prepared for the new challenge, but I accepted it with a positive thought.

In the beginning, sometimes, while covering the topic Global Warming taking place in my brain. I also had to cover

Bio-Diversity to get diversification and of course, learning about civilizations lets us know about our roots and keeps us more updated and advance.

The first day as a homeroom teacher in the class was amazing as students were surprised and were happy to see me as their homeroom teacher. Then started my journey with Class 4A.

All year long I had a misconception for this class being mischievous...

A thought which made me gain my student's trust was **A PUPIL in a class is a PUPIL of the eye**. It means the PUPIL of our eye can expand up to 45% of its normal size when more light is shed. Likewise, a pupil (student) grasp more when something is explained in a manner which they understand. My class does

all the time.

I realized that by just spending some time, speaking a few words of morals and teaching a child to be in the discipline will surely change the behavior of a child. The students were now well behaved, well-mannered and started to study by themselves. I was surprised when the other subject teachers encouraged my students for being the best students.

With this experience, I really think that a qualitative time, some sprinkling of love few words of happiness and the right amount of knowledge at right time will not only make a child grow but make them well - groomed in future.

I feel proud to say that the **"FUTURE OF THE WORLD IS IN MY CLASSROOM TODAY"**



LOOKING BACK AND FORTH

By Fatima Zehra, Student C4B

Let us look, not for what the school can do for us but for what we can do for the school. If we believe in this, my dear friends, the sky is the limit. In these hard times, we the younger generation should not chase shadows. We should be clear-sighted. We should be hard working, analytical and practical in our approach to life.

Our most cherished days in the school would not last longer, yet the sweet memories of them would surely last forever. Our every year in the school is a milestone for us. It is not before long that we, the self-styled seniors in the school, would say a "good-bye" to pave the way for the younger ones.

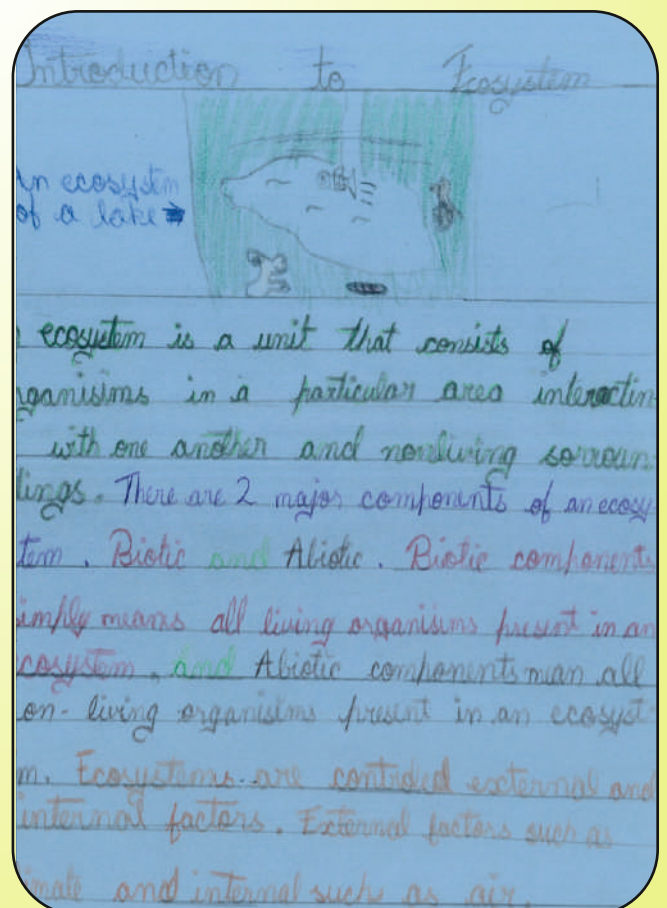
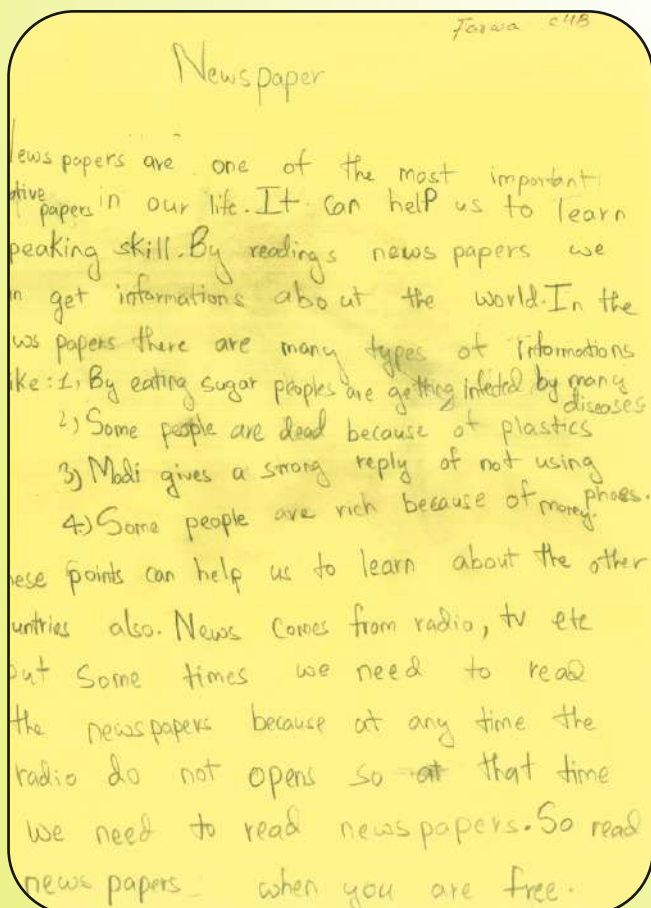
The excellent supervision of the principle and teachers has brought us to our present marvelous shape, and has helped us to develop an outstanding personality of our own.

The exhibition of science and art is always a grand show. Each exhibit displayed there is a masterpiece which apply exhibit the hard work put in by the student - artist and student - scientist.

The la,la,la annual day is always a great source of entertainment for all of us. It give us the effect of a welcome - shower in the sometimes dull routine of the academic chores of ours.

We have to be fully devoted to our studies. Our seniors have kept the flying success now, it is our turn to raise it higher.

IT IS HARD WORK, AND HARD WORK ALONE THAT WOULD ULTIMATELY LEAD US TO SUCCESS.



LIGHTS... CAMERA... ACTION...

By Atiya Fatima, Homeroom Teacher C5A & Team Leader

Yes, we need them precisely in that order! Idea light bulbs for being thinkers, Camera for seizing the moment and action to demonstrate understanding gained through inquiry. In the International Baccalaureate Programme, great emphasis is placed on taking action and with the enhancements in PYP, it is considered the core of student agency. Taking action involves an ongoing cycle of reflecting, choosing and acting and is therefore an excellent way to exhibit application of learning. At Focus School, students are encouraged to take meaningful action in every way they can. Children as young as 3 or 4 years old enthusiastically apply their learning out of their classrooms and gain concrete understanding through their actions. As for my 5th graders, taking action comes naturally; not because they have been doing it through the previous years, but also due to the PYP Exhibition which prompts students to take action which is authentic, meaningful, mindful, responsible and responsive.

The PYP Exhibition is the culminating event where class 5 students share their understanding of the Essential Elements of PYP. They identify the pressing issues that must be addressed immediately and lead themselves through a guided inquiry process which helps them refine their knowledge, skills and understandings through personal action. This year, students of class 5 chose the Theme 'How we express ourselves' to spread awareness about Global Warming being a threat to the Earth. They identified issues that lead to Global Warming and did an extensive research on their chosen topic. To demonstrate their understanding and take a step towards bringing change, students took purposeful action both inside and outside school premises. A Nukkad Natak, street play, was organised in the city market by the students to spread awareness about avoiding single-use plastic. Students made bags out of their old Tee shirts and gave it to people shopping at the marketplace. Another notable action was students idea of sending away the PYPX invites electronically in order to save paper. These actions spoke volumes as students were not only propagating their ideas but also practising them.

Apart from the PYP Exhibition, students also took action throughout the year. Our unit on Governance was planned around the time when Andhra Pradesh was getting ready for the elections. Having gained enough knowledge, students identified the qualities of a good leader and shared their views on which political party deserves the most number of votes. They asked their parents to cast their votes to responsible members of the society in order to build a strong Government for the nation.



CLIMATTITUDE INFORMED BUT INDECISIVE

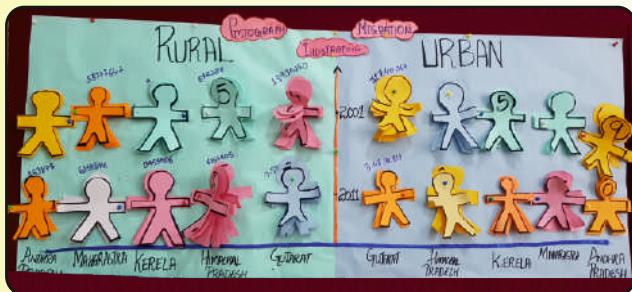
By Arshia, Homeroom Teacher C5B

You know your stuff but need a little help choosing that next step.



Yes you're right. There is a lot to do when it comes to saving the world from climate change. You're already aware of many ways you can make a difference, but you don't want to make decisions lightly. This is actually good - Thank you! You're looking for a set of solutions rather than just one.

So to cover all the bases, we've come up with an easy 3 step method for you to take #climateaction. It will make you more aware of your climate footprint, identify the areas that need your attention, and how to compensate for those emissions you cannot reduce by doing this, you'll be supporting the United Nations' Sustainable Development Goals and will be a step closer climate neutrality. Would you like to try ? Check out our cool calculator as your first step!



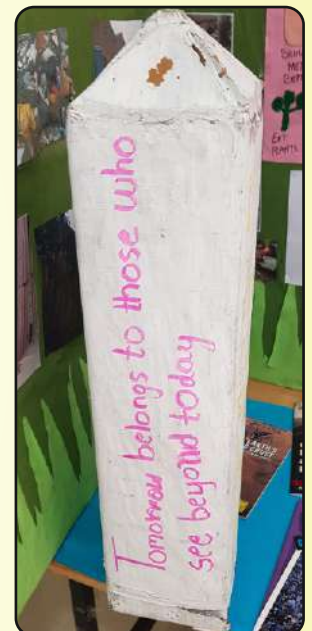
Math integration to Urbanisation



Foldable chart on recycling



Impacts of over population



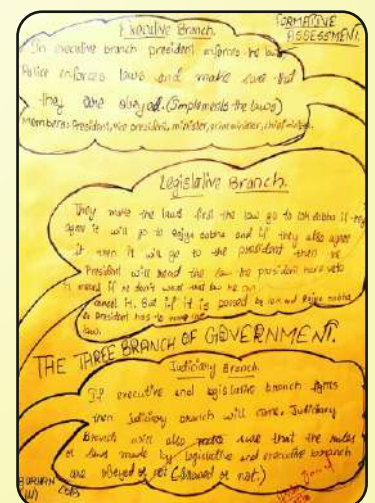
Slogans for global warming



Student sample



Play on peace and conflict



Branches of government

ROLE OF TECHNOLOGY AND 21ST CENTURY LEARNING!

By Ramya Kerla, ICT Teacher & Team Leader

“We are changing the world with Technology”

The impact of technology on education since the advent of the World Wide Web has grown tremendously. Technology has created a new method of learning in graduate schools and colleges through online programs and research. The number of students under the online learning program doubled within six years. It develops innovation and a smart approach to learning. The following are the most profound ways through which technology has impacted education in the current world.

Increasing accessibility

Online courses have made it easy for anyone to access their desired education through their computers and mobile devices. In this way, geographical barriers that hindered learning in the past have now been broken by technology.

Modernized resources

Sp notebooks and three - ring binders have been replaced by laptops and tablets in today's technology era. Applications, class websites and other internet tools have enabled students to manage their course work online instead of using traditional

textbooks, pen, and paper. E-books are becoming a way of life in many learning institutions.

Changing of Roles

With the advent of technology in education, the role of students and teachers is improving on a daily basis. The teacher was in the past the only source of information in the traditional classroom. The students only played the role of passive information receivers. The role of a teacher is gradually changing from a sole information giver to a “guide on the side.” Students are increasingly becoming more responsible for their learning by gathering information using technology. Institutions of higher learning across the country are beginning to adopt this new learning model and redesigning their curriculums to incorporate technology.

Expanded opportunities

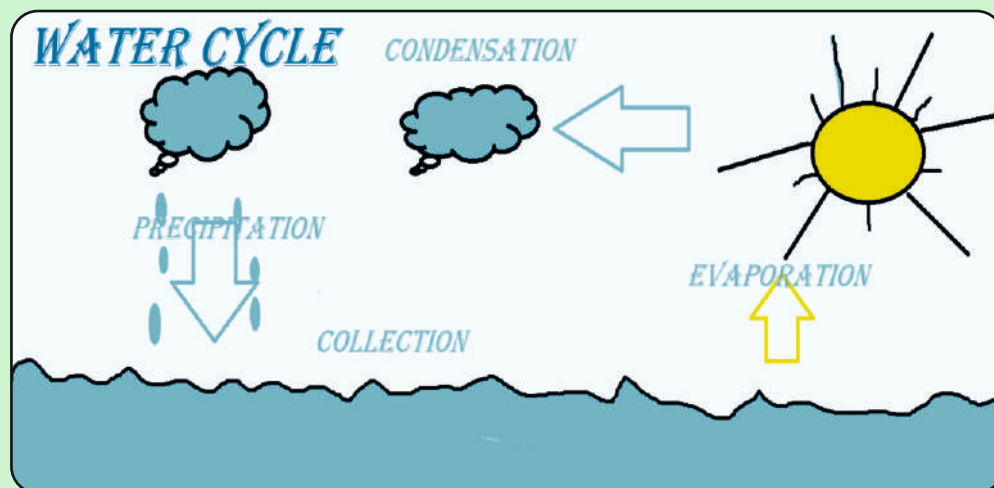
Technology has expanded the opportunities for collaboration and communication. Learning collaboration was previously limited to other learners in the same building. Classrooms in traditional learning had been relatively isolated. Students at a school in rural areas can, for instance, learn about the Arctic without having to travel.

Special Needs

Special needs have for years been a critical issue in learning. The traditional classroom has in the past been unable to take care of students who have special needs. The rigid and highly standardized procedures that teachers and students must go through neglect learners with special needs. The accessible and interactive nature of online learning creates an enabling environment for students with special needs to have an equal opportunity at learning. Teachers can also use the various applications availed by technology to assist learners with special needs.

Technology has been able to transform and support education in numerous ways. The internet has made learning affordable and accessible to almost everyone who is willing to learn. Technology has allowed students to access world-class education to help them thrive in the 21st - century's global economy.

“Technology opens the door to the world. It's up to us to walk through it in a meaningful or respectful way”



THE INFLUENCE OF A PYP LIBRARY ON STUDENTS

Ms. Asma Fatima Librarian & HoD Focus School

“A library could show you everything, if you knew where to look.” (Pat Conroy)

Mission of our School Library:

The Focus School library whose mission is to support the school curriculum. Will use “relationship to Curriculum” as a primary library criterion for selecting resources.

The library plays a vital role in planning different learning engagements to provide the necessary information literacy skills needed during the unit of inquiry.

Our library supports and enhances the learning, reading, research, discussion in the school. It showcases a commitment to the Approaches to Teaching and Learning (ATL) by us being proactive in recommending resources during the unit of inquiry.

What are the students taught - skills / attitudes?

Librarians promote and support the development of transdisciplinary skills, international mindedness, the IB learner profiles and PYP attitudes and concepts, research skills. We

begin the year discussing with the students how the IB learner profile and PYP attitudes and skills influence life in the library.

The traditional activities and exciting events like One Nation Reading Together, character costume parade, Story character visit, book fairs, book club and reading programme draw links between the real world, literacy and information literacy. The library supports the programme with a balanced collection of resources which allows students to research and reflect using diverse learning styles, their cultures, beliefs and mother tongue languages as well. Under the guidance and in collaboration with the PYPC, the students participated in a “book tasting” activity, in which students “sampled” and “tasted” books from different genres. The students enjoyed the activity which created momentum to develop and enhance their passion for reading literature. We work collaboratively with teachers and parents in providing resources and information literacy through inquiry. Our aim

is to develop inquiry, knowledge and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We encourage students to become active, compassionate and lifelong learners who understand that other people, with their difference, can also be right.. In collaboration with classroom teachers, helping students acquire the information literacy skills needed as inquirers, lifelong learners and readers. Easy access to all our online resources through the virtual library: resources for wondering, inquiring and reading is also provided.

Providing a safe and welcoming environment that nurtures students' curiosity, facilitates inquiry, promotes the IB Learner Profile and lifelong learning and reading is vital.



WORK OF STUDENTS

By Shadab Ahmed, Urdu teacher

پتوہا اور مینڈک

کسی جنگل میں ایک تالاب کے کنارے برگد کا درخت تھا۔ اسی کی جڑ میں بل بنا کر ایک پتوہا رہتا تھا۔ وہ دن بھر ادرہم ادرہم مارا مارا پھرتا تھا۔ ایک دن اس کی ملاقات تالاب کے قریب ایک مینڈک سے ہوئی۔

بہت جلد دونوں دوست بن گئے اور روز ملنے لگے۔ ان کے دو سنی کی خبر سارے جنگل میں پھیل گئی۔ سب نے سوچا کہ ان دونوں کا امتحان لیا جائے۔ اور کامیاب ہونے والے کو انعام سے نوازا جائے۔ چنانچہ سمجھی جانوروں نے صل کران دونوں کی دوڑ کا مقابلہ کر لیا۔ دوڑ شروع ہونے سے پہلے ہی پتوہا بہت خوش ہو رہا تھا کہ دوڑ تو میں مسابہت میں ہو گا۔ مینڈک نے کہا کہ تو دوڑ کے بدلے ہی پہلے گا۔ مقابلہ شروع ہوا پتوہا نے جنگل کے مقابلہ کا آغاز کیا۔ دوڑ شروع ہوئی پتوہا نے تیر بھاگا، مینڈک بے چارہ کو دیکھ کر آگے بڑھ رہا تھا۔ پتوہا نے پیچھے مڑ کر دیکھا تو مینڈک نظر نہیں آیا۔ اس نے سوچا غوراً آرام کر لیں۔ پھر آگے بڑھ ہی گئے وہ تھک گیا تھا ایک درخت کے سائے میں آرام کرنے لگا اس کو آنکھ لگ گئی۔ مینڈک کودنے کو دے آخر تک پہنچ گیا جب پتوہا کی آنکھ کھلی تندرہ مقام پر پہنچا تو دیکھا مینڈک پہلے سے ہو جود ہے۔ وہ اپنے سر پر ہنسیا۔

اور نام جانوروں نے بیت کا انعام مینڈک کو جنگل کے راجا سے دلوا لیا۔ انعام دینے وقت راجا نے سب سے کہا ”بھی بھی کسی چوٹی پتوہا کو کھرا درخت پر نہیں بھٹایا“

ہم فاطمہ، فاطمہ، آمنہ فاطمہ، کنیز سیکہ۔



Ibrahim Wali Ullah C3A

2-4-A

نظم

کے کت کت آئی مرغی
اپنی فوج کو لائے مرغی

فوج میں اس کے بچے سارے
نوشہ پیارے پیارے

ماں کو اپنی جانے دے دے
بولی بھی پہچانے دے دے

اڑتے اڑتے پہلے ہو آئی
دیکھ کر ہی مرئی پہلائی

بچے کو ان کرچے ہمارے
کچھ کچھ کچھ مارے آگے



من کرتا ہے



من کرتا ہے چڑیا بن کر چوں چوں کرتا شور مچاؤں
من کرتا ہے تلی بن کر دور دور تک اڑ جاؤں
من کرتا ہے پھول بنوں اور جگ خوشبو پھیلاؤں
من کرتا ہے تارے بن کر آسمان میں اڑ جاؤں
من کرتا ہے چاند بنوں اور سب کو روشن کر جاؤں
من کرتا ہے دھوپ بنوں اور سبھی کو گرم کر جاؤں
من کرتا ہے طوطا بن کر سب کے گھر میں ٹراؤں
من کرتا ہے سورج بن کر سب پر اپنی انکڑ بتاؤں



బోధనా పరికరాలతో బోధన

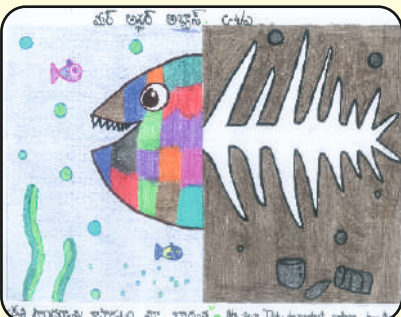
Ms. Amina Nawaz, Telugu teacher & Team Leader

ప్రాథమిక పాఠశాల విద్యార్థులలో తెలుగు వర్ణమాల నేర్పించడానికి బోధన అభ్యాసన ప్రణాళికలో బోధనాంశాలకు బోధన పరికరాలు చాలా అవసరం. అక్షరమాలను నేర్పించడానికి ఇందులో భాగంగా మూడవ తరగతి నుండి ఐదవ తరగతి విద్యార్థులను ఆకర్షణీయంగా తెలుగు భాష నేర్పించడానికి బోధన సామగ్రి [Teaching Aids] చాలా అవసరం. వీటి వలన విద్యార్థులలో ఏకాగ్రత మరియు ఆసక్తి తరగతి గదిలో పెంచవచ్చు. మా యొక్క పాఠశాలలో తెలుగు ద్వితీయ భాషగా మూడవ తరగతి నుండి ప్రారంభమవుతుంది. కనుకనే ఈ వయస్సులోని విద్యార్థులకు తెలుగు వర్ణమాల, గుణింతపు గుర్తులు, నేర్పించాలి. దానికి బోధన సామగ్రి, బోధనాంశాలు [Teaching Material] చాలా అవసరం. వీటి వలన విద్యార్థులకు అక్షరాలను గుర్తుపట్టడం, ఉచ్చారణ మరియు బోధించడానికి సులువుగా సాధ్య పడుతుంది .

దీనికిగాను మేము మా యొక్క ఫోకస్ ప్రాథమిక పాఠశాలలో బోధన పరికరాలతో అక్షరాలను, గుణింతపు గుర్తులను గుర్తుపట్టి నేర్చుకోవడానికై సొంతంగా పట్టికలను తయారు చేశాము. ప్లాష్ కార్డ్స్, పదాల హరివిల్లు , ఒత్తుల వర్గీకరణ లాంటి ఎన్నో బోధన పరికరాలను తయారు చేసి అర్థమయ్యేవిధంగా తరగతి గదిలో వివరిస్తున్నాము. ముఖ్యంగా విద్యార్థులలో తెలుగు భాషను మౌఖికంగా, లిఖితంగా నేర్పించడానికి ఇవి చాలా ఉపయోగ పడుతున్నాయి, ముఖ్యంగా తరగతి గదిని ఆసక్తికరంగా చేయగలుగుతున్నాం.

మూడవ తరగతిలో బోధించేటప్పుడు ప్లాష్ కార్డ్స్ ద్వారా అక్షరాలను గుర్తించి వాటి ద్వారా సరళ పదాలను తయారు చేయడానికి ప్రేరేపించడం అదేవిధంగా నాల్గవ తరగతి గుణింతాల గుర్తుల పట్టికను ఉపయోగిస్తూ వారికి నచ్చిన అక్షరంతో గుణింతం రాయడంగాని, ఒత్తుల పట్టిక ద్వారా ఒత్తుల యొక్క వర్గీకరణ చేయడం మరియు ఐదవ తరగతి విద్యార్థులకు ఒత్తుల వర్గీకరణ ద్వారా ద్వితీయ, సంయుక్త మరియు సంశ్లేషణ అక్షరాలను అర్థమయ్యేవిధంగా వివరిస్తూ వారికి నేర్పించడం జరుగుతుంది.

ఈ విధంగా తరగతి గదిలో బోధనాంశాలు ఉపయోగించి బోధించడం వలన విద్యార్థులలో, తెలుగు భాష టేసిక్ జ్ఞానాన్ని చాలా బాగా నేర్పించగలుగుతున్నాం మరియు ప్రాథమిక విద్యార్థులలో తెలుగు భాషపట్ల ఆసక్తిని, ఏకాగ్రతను, మరియు శ్రద్ధను కనబర్చుగలుగుతున్నాం.



अभिप्रेरणा

नीता मिश्रा, हिन्दी अध्यापक

संसार में कोई ऐसा कार्य नहीं है जो मनुष्य नहीं कर सकता है, कार्य करने के लिए मनुष्य में आत्मविश्वास चाहिए। यदि मनुष्य को स्वयं पर विश्वास है तो उसके लिए कोई कार्य असम्भव नहीं है। दृढ़ सकल्प और पूर्णता के साथ कार्य किया जाए तो सफलता अवश्य मिलती है।

अभिप्रेरणा का अर्थ यह है की मानव को कार्य करने के लिए प्रोत्साहित करना चाहिए। छात्र बिना प्रेरणा के कार्य नहीं कर सकता, अभिप्रेरणा छात्र के मन में काम के प्रति इच्छा व जिज्ञासा उत्पन्न करना।

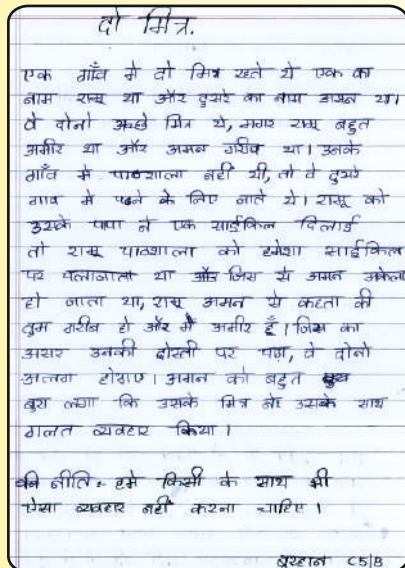
अभिप्रेरणा मुख्य रूप से दो प्रकार की होती है -

- (१) आन्तरिक अभिप्रेरणा - इस प्रकार की अभिप्रेरणा मनुष्य में जन्म से ही उपस्थित होती है। इस अभिप्रेरणा में बालक कोई भी कार्य आन्तरिक इच्छा से करता है।
- (२) बाह्य अभिप्रेरणा - इस प्रकार की अभिप्रेरणा मनुष्य में जन्म से ही उपस्थित नहीं होती है

लेकिन बालक सामाजिक जीवन व्यतीत करने के लिए इसे समाज, परिवार और विद्यालय से प्राप्त करता है।

जीवन में आगे बढ़ने के लिए सभी विद्यार्थियों को अभिप्रेरणा की आवश्यकता होती है। छात्रों को कार्य आता है फिर भी कार्य के प्रति वे अरुचि दिखाते हैं, जिससे वे कार्य में असफल होते हैं। एक शिक्षक ही छात्रों के गुणों को निखार सकता है। जैसे की मुझे लगता था की छात्रों को शब्द ज्ञान है, फिर भी वे लेखन और वाचन में अरुचि दिखाते हैं और कार्य को समय पर नहीं करते हैं। ऐसी परिस्थितियों को ध्यान में रखकर मैंने कक्षा में नई कार्यनिति के साथ कक्षा लेना प्रारम्भ किया। जैसे की बिल्डिंग स्टेमिना, शो कॉल पेअर एंड शेयर, सिक्स वेज़ टो लर्न, स्टार एंड विश ग्रो माय गार्डन, हॉट सीट, डिग आउट मिस्टेक और नेवर से नो आदि। जिससे कक्षा में नया परिवर्तन हुआ। छात्रों में कार्य को लेकर रुचि जागृत हुई, वे अपने कार्य को लेकर सजग हो गए।

छात्रों को अभिप्रेरित करने के लिए मैंने अभिप्रेरणा का चार्ट बनाया। उसमें मैंने एक वृक्ष (पेड़) बनाया, वृक्ष पर फूल पर भिन्न-भिन्न नाम लिख दिए। जैसे - श्रोता, पाठक वक्ता, समय पर कार्य और ग्रहकार्य आदि। छात्र कार्य को धीरे करते थे, समय पर नहीं करते थे उनकी इस तरह धीरे कार्य करने की आदत हो गई थी। उनके इस स्वभाव को मैंने अभिप्रेरणा चार्ट द्वारा परिवर्तित किया। जो छात्र सप्ताह में तीन बार समय पर कार्य करते उनको अभिप्रेरणा चार्ट पर (गोल्डन स्टार) सोने का तारा दिया जाता, तीन गोल्डन स्टार मिलने पर उनको एक बैच दिया जाता। जिससे उनको काम करने में उत्साह और आनन्द आने लगा और वे कार्य में रुचि लेने लगे। छात्रों को अभिप्रेरित करने के लिए कक्षा में भिन्न-भिन्न प्रकार की तालियाँ भी बजाई जाती हैं। जैसे - बबलगम क्लैप और रोलर कोस्टर क्लैप आदि। भिन्न भिन्न तालियों के द्वारा छात्र कक्षा में स्वयं को विशेष समझते हैं। अपने प्रस्तुतिकरण को उत्तम बनाते हैं।



छात्रों की लेखन में उन्नति

नाहिद फातिमा, हिन्दी अध्यापक

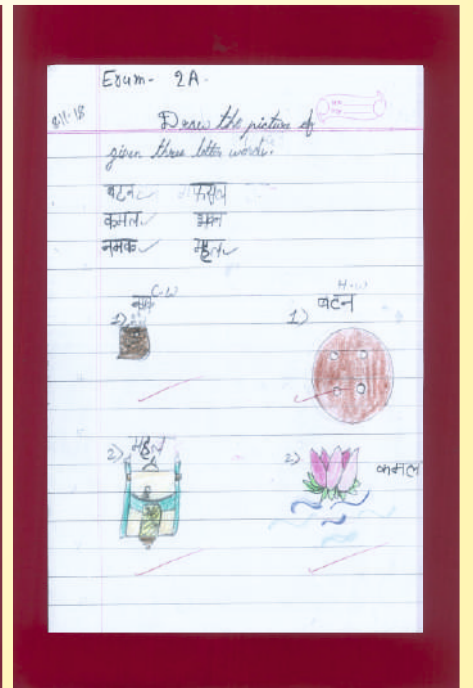
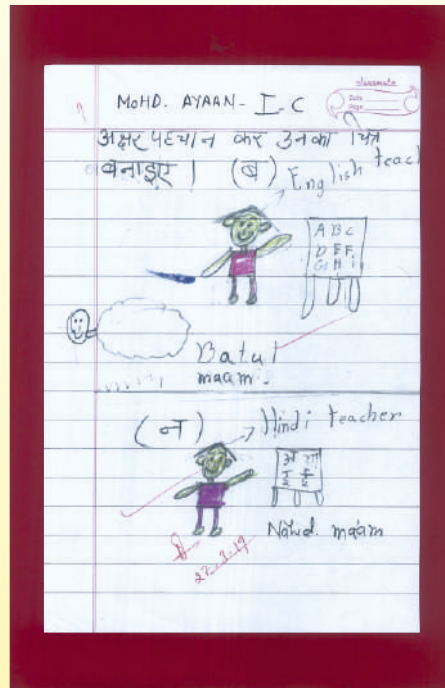
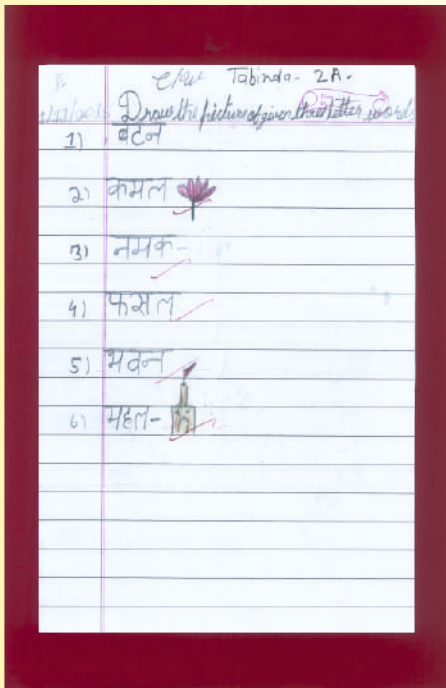
संघर्ष किए बिना कोई महान नहीं होता,
बिना कठिन कार्य किए, जय जय कार नहीं होता
जब तक नहीं करे अध्यापक परिश्रम,
तब तक नहीं हो सकता छात्र महान



अध्यापक द्वारा की गई गतिविधिया :

छात्रों को अक्षर माला का ज्ञान था। उनको पढ़ना आता था। लेकिन वह जल्दी से लिखना सीख नहीं पा रहे थे। फिर मैंने बहुत सोंच समझ कर छात्रों को चरण प्रक्रिया के द्वारा लिखना सिखाना शुरू कर दिया। जैसे - **अ** अक्षर बनाने में पाँच चरण आते हैं। **पहला चरण** आधा गोला, **दूसरा चरण** आधा गोला, **तीसरा चरण** आड़ी रेखा, **चौथा चरण** खड़ी रेखा, फिर **पांचवा चरण** ऊपर रेखा इस तरह लिखाने से दो लाभ हुए पहला लाभ सभी छात्र चरण प्रक्रिया के द्वारा आसानी से और जल्दी से अक्षर माला लिखना सीख गए। दूसरा लाभ छात्रों को अच्छे से हिंदी की गिनती का भी ज्ञान हो गया। फिर छात्र चित्र देख कर अक्षर लिखने लगे और अक्षर देख कर चित्र भी बनाने लगे। जिससे छात्रों को उन्नति करने के लिए मैंने शिक्षण में जो मददगार सामग्री होती है। उसका मैंने अपनी शिक्षण पद्धति में प्रयोग किया जैसे: **अक्षरमाला चार्ट, क्ले, कार्य पत्रक, वीडियो, मात्राओं की गतिशीलता** आदि। इससे छात्रों में अत्याधिक उन्नति हो गई। दो अक्षर के शब्द छात्र वर्णमाला की सहायता से स्वयं लिखने लगे। जैसे - **नल, जल, हल, घर**

वर्ग पहली की सहायता से छात्र **दो और तीन** अक्षर के शब्द लिखने लगे। वीडियो द्वारा कहानी बताई गई और पुस्तकालय पुस्तक लेकर नीति पर कहानियाँ सुनाई गई। जिससे छात्र कक्षा में आकर कहानियाँ सुनाने लगे। कठपुतली कविता से छात्र बहुत पुलकित हुए। जब छात्रों ने घर पर जा कर कठपुतली कविता की तो उनके माता पिता भी बहुत खुश हुए। खुश होकर उन्होंने अपने बच्चों का वीडियो बनाया और मुझे भी दिखाया।



SELF - ESTEEM

By Mamta Korti, Special Educator & Counsellor

Self - Esteem refers to the way we see and think about ourselves. It's an overall judgement of one self as well as an attitude towards the self. It reflects the person's overall subjective emotional evaluation of his or her own worth.

Positive - I love myself, I am beautiful, I am talented, I am a star. etc

Negative - I am not good, I can't do it, Nobody loves me, etc

What matters most is how you see yourself.

- I like my sense of humour. ● I get on well with other people. ● I keep trying even when I fail.
- I like how I look. ● Bad and sad things will happen, but I will find the strength to overcome them.

S – Share your problems with someone special.

E – Educate yourself to make good choices.

L – Learn to respect yourself and others too.

F – Follow the advice of people you love.

E – Expand your unique talents with practice.

S – Stay safe (Stay away from gangs, drugs & alcohol)

T – Think before you act, you can be a problem solver.

E – Earn the respect of your family by acting responsibly.

E – Everyone makes mistakes, don't stop trying.

M – Make the best of who you are, your dreams will come true.

- Accomplishments being recognized and mistakes and failures be acknowledged & accepted.

Consequences of Low Self-Esteem:

- Create anxiety, stress, loneliness & increased likelihood of depression ● Cause problems with friendships ● Seriously impair academic performance

Tips to raise a child with Resilience & Self-Esteem:

- Parents are role model for the child, so they should love themselves and have self-respect for themselves
- Parents should pay attention to how they speak and listen to their child

Childhood experiences that contribute to healthy Self - Esteem:

- Being listened to ● Being spoken to respectfully
- Getting appropriate attention and affection

EXAMS : A DIALOGUE BETWEEN A MOTHER AND HER SON

By Mariya Ali Khan, Parent

One afternoon while studying, there was a conversation between Sameer and his mother, Vidya:

Sameer - "Mummy why are exams conducted?"

Vidya - "Exams are conducted to assess and evaluate the knowledge of the students and to help them improve in their weak areas.

Sameer - "Why is it important to assess the knowledge of the students?"

Vidya - "It is important to assess the knowledge of the students to know if they're utilizing the time they spend at school, their intelligence and their potential in the best way. It is also important to know if they're grasping what they're being taught by the teachers."

Sameer - "Why are studies important?"

Vidya - "Studies are important to gain knowledge about the universe and the surroundings we are living in."

Sameer - "Why is it important to have knowledge about it?"

Vidya - "Because, we were created to know. It is the purpose of our existence. We certainly were not created simply to eat, sleep, seek pleasure, or avoid pain. We are more than cows and monkeys...we were made to think, reflect. Knowledge helps us enhance our understanding of things. Knowledge and skills make our life easier. It teaches us how to utilize the surroundings for our benefit and it also gives us ideas for new innovations, discoveries, inventions and developments in medical and all other fields of life."

Sameer - "That's exciting! Are there any other ways where we can apply or use our knowledge?"

Vidya - "Yes, of course! The gain of knowledge is to help decide our actions on account of good and bad choices. Knowledge develops bonding and gratifies respect towards nature and all forms of life. We can help others in all possible ways. We can guide our future generations in a better way and provide them a good lifestyle and standard of living.

Sameer - "I always thought exams are conducted to get good marks and make parents happy. I used to fear getting low grades thinking that you would be angry and punish me as I see some of the other parents doing the same."

Vidya - "No... Exams are conducted to teach children discipline, hardwork and time management. It makes children self confident and gives them exposure to learn to face challenges and overcome them which helps them at each step of life as they grow."

Sameer - "Thank you Mummy, for explaining the real reason and value of studies and exams to me! I feel encouraged and motivated to study well, acquire as much as knowledge as I can and become a responsible "human being".

WHAT IS INCLUSIVE EDUCATION ?

By Mumtaz Samnani, Special Educator

Inclusive education opens the door for all students' regardless of faith, community, gender or disability. It provides a common platform for pupils with and without disabilities participates and learn together in the same classroom. It includes participation and equal opportunities for all. It builds the sense of equality, progress, diversity, and most important values, which develops at school and later to the society.

How teachers can support the child?

It is a great idea to think about the inclusive education, but it's a challenge for the teacher who has a special child in her class because the performance of the child is mostly

below the class level, it may disturb other children, have behavior issues, take much of class teachers time. On the other hand, we cannot deny that it develops positive academics and social responsibilities among the class. Few strategies like involving the child in class activities, discussions, and planning activities according to the child level will boost self-esteem and confidence in the child. This develops a sense of value in the child and helps the teacher to analyze the barriers and come up with appropriate solutions. The more the teacher interacts with the child, the better she will be able to understand the child, and set the expectations accordingly.

What is the role of parents?

It is very important for the parents to accept the fact that the child needs support and cannot be benefitted until they get involved in educating the child. Any extra support or therapy needed should be provided to see a noticeable improvement. Regular meeting with class teachers, special educators, and subject teachers is must to know the level of learner. Regular practice, dedication and prioritizing their duties are very essential.

To achieve success in inclusive setup it is vital to have proper planning, support, and commitment (from a special educator, parents, and teachers).

I AM UNIQUE / INCOMPARABLE / SECOND TO NONE

By Ms. Sairoz Panjwani, Counselor & Special Educator, Team Leader

I am incomparable or unique means that there is no one like me. I am the most important, try to understand this. I am Unique that means, I am very special

Story

Once, all the numbers were playing Zero was sitting sadly in one corner, when he was asked the reason for his unhappiness, he said: "I have no value. I am good for nothing Zero means nothing."

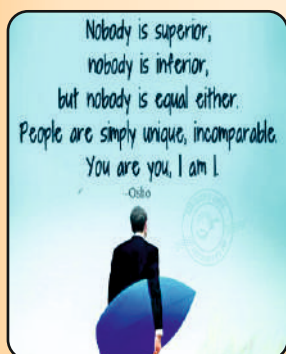
His friends were very good. They explained that each number has got his own importance. You have a lot of value. Number one made Zero stand next to him and then became 10. Again he made him stand and the value rose to 100 again. It was 1000. Zero grew astonished at this and realized his value.

When do we feel good?

I must not compare myself with anyone

When we know well our shortcomings, we accept them and then we make continuous efforts to rectify them. Now we have to understand one more thing. We have accepted ourselves as being unique so now we have to stop comparing ourselves with others. When we compare it results in two things, one is (to look down upon others) inferiority complex and second is (ego), superiority complex. Both these feelings sap away our peace of mind and pull us down.

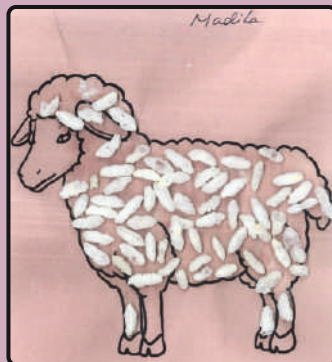
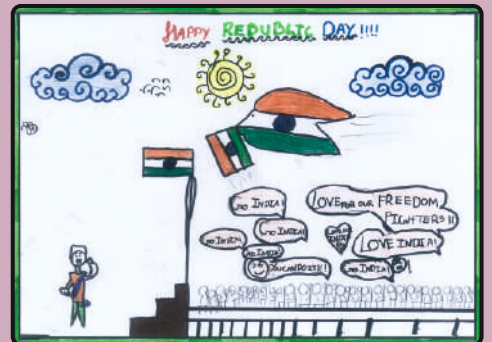
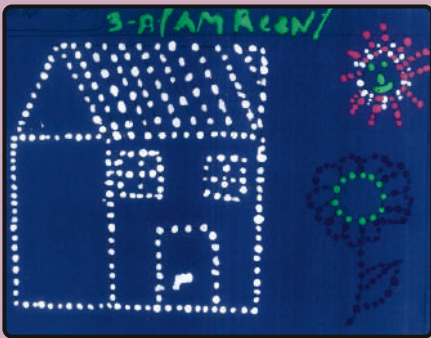
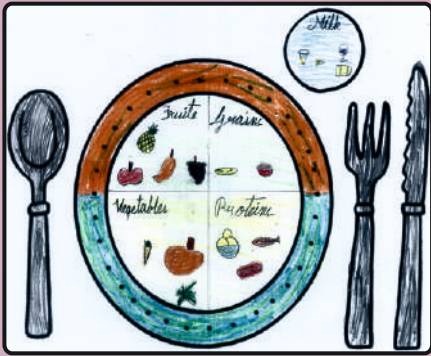
Let us now sing a song of Self-respect



I am unique (2)
I am the beloved of all (2)
I am filled with artistic and good qualities
I appreciate myself
I am the beloved of all
I am the beloved of my parents
I am loved by my teachers
I am God's beloved
I am unique
I am the beloved of all
Children should sing this song twice a day.



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