

# fenestra

PRIMARY YEARS PROGRAMME EDITION 

VOLUME -III

*A Window to our Culture of Learning and Sharing*

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For internal circulation only

*curious minds, caring hearts!*

## Third campus of Focus High School to open at Purani Haveli in June 2020

By Minhaj Arastu, Principal

Since 14 October, 2019 when the Nobel Prize in Economics was declared, I feel like I am sitting in a charged, black cloud. The static charges are crackling and still building up. The moisture is at saturation point, but still soaking. Personally and as an institution, it feels as though years of ideas and experiences are coming together and the cloudburst must happen.

The Nobel Prize winners, Abhijit Banerjee and Esther Duflo pioneered the use of scientific methods to address social problems. In her TED talk, Esther Duflo described the ancient practice of using leeches to cure certain illnesses. In this modern age, we can find out whether leeches actually work by using a method called randomised controlled trials (RCT). Randomly divide a set of patients into two groups. Give one group the leech treatment and do not give it to the other. Then measure the outcomes of both groups.



Abhijit Banerjee and Esther Duflo co-founded the Jameel Poverty Action Lab (J-PAL) at MIT. For several years, they have partnered with Pratham, an organisation committed to improving the quality of education in India. Together, they have conducted randomised controlled trials to find out which school policies help children learn better.

Teaching at the right level, or TaRL, is Pratham's strategy to ensure that primary school children learn the foundational skills of reading and arithmetic. In this approach, they group children of class 3 to 5 according to their actual learning level, not according to their age. Then they use interactive lessons that are suited to the learning level of the children. This approach has had measurable impact on the learning levels of students and it shows the way forward for schools.

At Focus High School, we have not specifically applied randomised controlled trials. But our orientation is certainly towards finding out what works. And to analysing data to help us understand what works best. Thus, last year we conducted a systematic parents' survey. Our teachers began using 'action research' as a way to improve their teaching practices and to document it through our Fenestra newsletters.

The Nobel Prize comes as a hot cup of black coffee early in the morning, invigorating us to strive on and giving a new dose of zeal.

Two of our governing board's evidence and need based programmes will merge with Focus HS in the next academic year to give birth to our third campus at Purani Haveli. In the spirit of Abhijit Banerjee and Esther Duflo's J-PAL, we took steps and then watched the outcomes closely. Here is a look at the two programmes and how they will shape the new campus of our school.

### Tibyan Institute, Yaqutpura

In 2012, our governing board started an institute in Yaqutpura to guide and support students. The Tibyan Institute is lead by Alamdar Ali and Humayun Abedi. Both pulled themselves up from humble beginnings in Yaqutpura to complete degrees in engineering from Chaitanya Bharathi Institute of Technology and Vasavi College of Engineering, respectively. They left promising careers in Infosys and Modi Builders to dedicate themselves to the cause of high quality education in the old city.

Alamdar and Humayun teach students after school to ensure they have sound foundational understanding of Math, English and Science. They arrange career guidance, motivation lectures, and spiritual programmes to help youth see the bigger picture. Through picnics and award schemes, they have developed a sense of camaraderie and joy in learning. And, significantly, Tibyan Institute supports parents in accessing government welfare benefits, including almost Rs 8,00,000 in minority scholarships. We are grateful that they joined us at Focus HS as teachers and administrators since July 2019.



## **Focus Bridge School at Darul Yathama, Noor Khan Bazar**

The other evidence and need based programme that feeds into our vision for the third campus is the Focus Bridge School, which we operated at Darul Yatama to serve 35 children under the leadership of Asma Zaidi. Asthma's interventions at the Bridge School focused on building trust and emotional bonds. She and the other teachers adapted Montessori techniques to help children inquire into their universe in meaningful ways. In fact, she is a highly skilled Montessori principal and teacher educator who also chose to work in the old city, leaving behind her previous post at Shriram Montessori House of Children. The Bridge School students were taken on an exposure visit to the airport, introduced to a scuba diver, and mentored at the Arshad Ayub Cricket Academy. Occupational therapy and organic farming were other strategies used to tackle the vexing issues faced by the children.

In many ways, these programmes have been our own 'Focus Education Action Labs'. And on the basis of our observation about what works best, we are setting up our Purani Haveli Campus in the following way. The primary classes will follow inquiry methodology, inspired by Montessori and IB PYP. The higher classes will follow the general pattern of SSC, but with a much greater emphasis on life skills, work skills, remediation, and counselling. Children of the school will write the SSC public examinations, but there will be support for more flexible options such as open schooling as well.



Our intention is to make the school as accessible as possible by keeping a fee structure that is much less than the other two campuses. While maintaining all the hallmarks of quality that we have at the Darushifa and Noor Khan Bazar campuses, we will be able to reduce costs by not affiliating to the IB.

In the coming years, I am eager to build on our own institutional experiences and the research conducted by organisations such as J-PAL and Pratham. We invite you to visit our new campus very soon.

## Attendance Matters...Voice, Choice & Action of Parents

By Ruhena Fathi, Vice Principal

To achieve success, it is important that children attend school regularly and punctually. Attendance is a vital responsibility of parents. With cooperation from parents, we can work together to ensure the children's right to a quality education. Let us now hear from our esteemed parents about how they plan and manage their time and most importantly, motivate their children to go to school.

I feel so happy when my son asks me, "Am I going to school?" This is because I motivate him by talking to him about the interesting activities he is going to miss if he is absent. Mother of Wajahat PP2C

The future of our children lies in the hands of parents and teachers. If we as parents understand its importance it wouldn't be a great deal to sacrifice our morning sleep for our child and manage to send him to school every day on time. Mother of Haroon Class 1 C

My child loves to go to school every day. This is because I motivate her by telling bedtime stories specially related to punctuality. Mother of Filza Roopani Class 1B

I follow the time table for sleeping and waking up. I prepare her mindset before sleeping for the coming day by saying positive things about school. Mother of Naquia PP1A

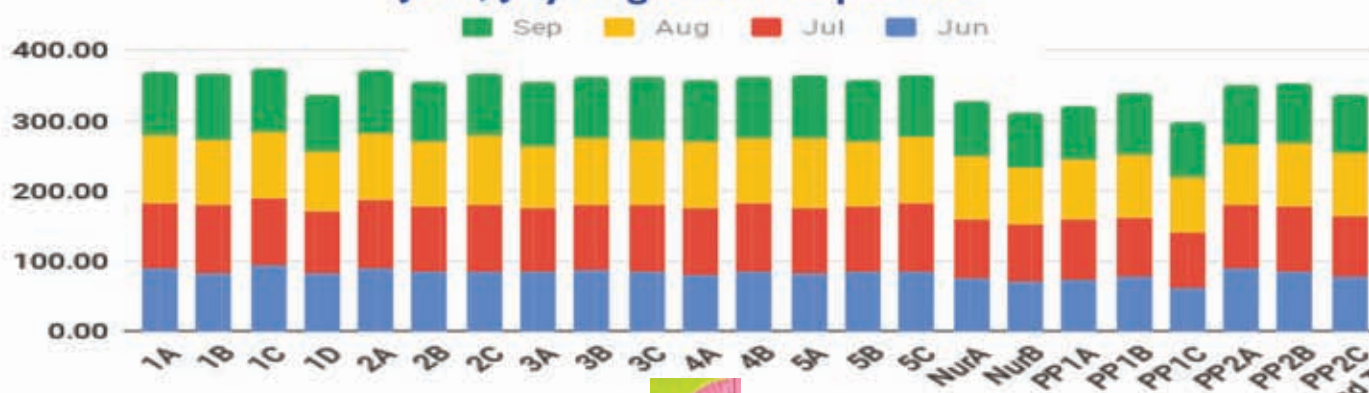
I rarely attend parties and don't take the child to any function. She loves going to school, if the auto driver is absent she insists her uncle to leave her to school. Mother of Ghazia PP1C

It is important for me that my child should go to school regularly and on time. If parents are interested in their children's academic life, they will take school and studies seriously as well. Mother of Armaan Kkan PP2C

Arriving late or being absent from school can be very disruptive for a child because it makes him feel awkward. He will not only miss lessons but important announcements, discussions, questions, explanation and the thinking that makes learning come alive and helps him prepare for tasks. Children imitate their parents. It is important for your child to see adults exhibiting a responsible attitude and respect for others. Leave your child to school on time and pick her up on time. Talk to her about the importance of being on time and the need to wake up early. Remember, your words become the voice in your child's head as she grows up into a respectful adult.

Let us have a glance at the attendance from Nursery to Class 5

June, July August and September





## Reading - A Window To The World

By **Sheherbanoo Fathi**, *Primary Years Programme Coordinator & Vice Principal*

"A reader lives a thousand lives before he dies," said Jojen. It is through reading that one is exposed to places, ideas, people, adventure and emotions. It is not possible to experience so much in the one life that we get to live.

Reading is also the backbone of academics as so much learning happens through language. Confidence in reading and a vast vocabulary enhances the level of comprehension and performance in all subjects, be they Mathematics, Science or Social Studies.

Keeping in mind the importance of reading and our students' needs, we have started the Guided Reading programme for classes 2 to 5. Students are grouped based on their reading levels and they get to read books suited to their level as this builds up their level of confidence and lays a foundation for reading for fun. We have books of varied genres and students get to read fiction books like Silly Dilly, Cupcake Surprise, Aesop Fables and non-fiction books such as Disasters, Solar System and biographies of Walt Disney, Neil Armstrong, Mother Theresa and many more, thereby not only enhancing students reading skills but exposing them to imagination, world and people they would otherwise never get to visualize, experience or interact with.

Teachers also use leveled author study books-The famous ones such as Dr. Suess, Eric Carl, and Roald Dahl and alternately use novel study books like Charlette Web and Out Of My Mind to name a few. Students also read and work on Orient Blackswan task cards as a part of their reading in the classroom.



We are definitely seeing small steps towards improvement in the reading levels, and for students whose parents make reading as part of their daily routine, the success in achieving the objective is manifold.



## Mindful Mornings

By **Amena Imran**, *UOI & English Teacher C4B & Team Leader*

"If you want to conquer the anxiety of life, live in the moment, live in the breath!" Amit Ray

Now this has become a routine for my children, come morning time and we begin by paying attention to breath, and a fresh start to a new day, being mindful of their inhalation & exhalation, they know what they are getting ready for, they can feel it in their bodies, accepting & loving themselves. Mindfulness makes the students aware of themselves and their surroundings. The students have learned to observe their thoughts and feelings.



Mindfulness is a meditation practice that teaches us to be in touch with ourselves, and it begins with paying attention to breathing in order to stay focused on the here and now-not what might have been or what your worries could be. Teaching them to breathe helps them make a bridge between body and mind, they know that the moment they lose touch with their breath they are not mindful. It also helps them to conserve their energy.

I've noticed that it helps them to listen, be attentive and learn to concentrate on themselves only and the benefits are proving to be tremendous. I can see the change in the children who were not able to sit still even for a minute, are now enjoying the state of calmness. One of my student says, "From the time I started practicing mindfulness, I've seen a positive change in myself and I can concentrate better in class."

Initially, there were one or two students who were very reluctant to come and sit and focus on their breath as it was hard for them, but over time they too seemed to have settled down and are enjoying the state of calmness.

Before I did a session on mindfulness, I was a little apprehensive about the implementation and its effectiveness in my class, but now after practicing it for over 3 months in my class, I'm glad I took the session, as the changes in my personal life and students are commendable.

Mindfulness is a powerful tool that supports children in calming themselves, focusing their attention, and interacting effectively with others, creating a safe place to learn might begin with creating some space for them to breathe. Well, it is truly said that our life is shaped by our mind, we become what we think!



## The Glow And Grow Journey - from Inquiry to Action

By Ms. Azra Fatima, Home Room Teacher C2 & Team Leader

**"Knowledge without action is useless and irrelevant"**

*Dr. A P J Abdul Kalam*

I have grown up hearing the famous proverb 'knowledge is power' which means knowledge is more powerful than physical strength. But, is acquiring only knowledge and skills enough for a child? Is turning up the white pages of a notebook into black with the knowledge gained is the only purpose of coming to school? No, there is something much more important that is often left behind and that is the application of knowledge to real-life, and taking action.

To serve as a pathway for action the PYP units of inquiry are planned in such a way that there is horizontal and vertical alignment of the key concepts, learner profile attributes and skills. Let me give you an example of the theme 'Who we are' where in early years students learn about their body parts, sense organs, emotions and their abilities, whereas in class 2 students inquire into balanced lifestyle and healthy choices and personal safety while working on the central idea 'The choices people make affect their health and well being'.

The unit began with the students completing the Frayer Model for the key word of the unit balanced choices followed by engaging learning experiences, like food pyramid, tug of war, balanced diet plate, red light green light, mindfulness, treasure hunt, ABC of safety and field trip to Vantimamidi village where they got an opportunity to see the farm and freshly grown vegetables.

As we proceeded with the inquiry, a shift in thought process of the students and their choice was clearly visible and that's what I ultimately aimed for. Students have mastered self management skills and are confident of the ways to keep themselves safe from harmful objects and strangers as well.



It makes me feel proud to see students demonstrating an increased awareness and involvement in improving their own life by following a healthy routine to prevent germs. They truly modified their eating habits which is vividly seen through the fruits, vegetables, salads and healthy food they bring in their snacks and lunch pack.

From a teacher's perspective, I would say this unit serves as a great platform for them to learn and apply their understanding and take action. In this way we carried out our journey where students proudly showcase their skills and took action to make a difference.

## Building Place Value

By Ameena Farhat, Homeroom Teacher C1C & Team Leader

We all want our kids to succeed in Math. We don't only aim to teach for the so called test. When students are allowed to choose how they want to learn, it gives them the chance to understand the concept in the best way, agency over their learning and the space to practice different ways to solve Math problems.

I always try to use creative approaches in my instruction which can get my students excited about Math; I adopt different strategies to ensure that the students should understand the concepts well. Here are some strategies I practice in my class as well as the whole grade 1, to help my students to read and write the place value of the given number, Using base ten blocks, abacus, place value chart and number cards, it creates a stronger conceptual understanding and mental connections with the material for the student. Not only students learn but also enjoyed working in groups, teaching and helping peers in games and quiz. Mathematical concepts are

often confusing for students, so using manipulatives is just a smart way to help the students understand the concepts taught clearly & are ingrained for life.

Pri-primary students come to us counting by ones but when they move to big numbers it is necessary to use efficient strategies (especially when understanding larger numbers). Understanding the concept of place value will definitely help my students grouping 10's and 100's, representing numbers in standard and equivalent groupings as well as reading and writing the place value of numbers. I hope these few strategies help my students foster a strong place value foundation!





## Setting Routines Get Set Go.....

By Maryam Mirza, Homeroom teacher PP2C & TL

School is the second home for a child, as they spend the major part of their day at school. A well-set routine is important to lead an organized life, a young learner's day goes well if the classroom routines are well set, and if the children are pretty much sure what to do next, this helps in setting the pattern for the whole day.



As a pre-primary teacher, I provide them with the opportunities to master social and self-management skills which helps them to build up their routines. We start the day with greeting the students at the door, with the greeting of their choice (hands, Hi-Fi, hug) and later they are expected to hang their bags to the chairs, keep their baskets under the table, their folders at the

teacher's desk, and they promptly get ready for assembly which is followed by circle time, the routines have been so well ingrained in students that at times it happens, that I forget and they remind me of things that need to be done!

Research says those with higher social-emotional skills have better attention skills and few learning problems. Like any other language or math skills, these skills can also be taught and developed over time. Social and emotional skills can be taught through circle time activity. My students enjoy this activity the most as this keeps them more engaged, helps to develop positive relations with peers, develop confidence, help them to understand and trust each other and also develop their listening and communication skills. The students get a chance to speak and express their emotions and feelings.

The day ends with the students packing their own bags and a hi-five from the teacher. In this way, my students are not only enhancing their literary skills in the class but also mastering the life skills to lead an organized life in future.

## Edutainment

By Kaneez e Fatima, Homeroom teacher PP2A

**"Play is our favorite way of learning."** - Diane Ackerman

Play may be as old as humankind itself, it would not be wrong to say that mankind stumbled upon new discoveries in the midst of manipulative and creative play. It would be apt to say that man is a born player.

As a class teacher, I bear in mind, the importance, the effects and the outcomes of learning through play and try to blend the learning sessions with purposeful play thereby making their learning more joyful, constructive and functional. To enhance the language skills of my students I have embodied word search games and crossword puzzles in my classroom.

They enjoyed solving the puzzles and deciphering the word games. They were actively engaged, focused and applied their minds to logical and strategical thinking. It brought a smile to my face watching them trying, failing and trying again to solve the puzzles and unknowingly building up resilience and sportsmanship. The games helped to reinforce spellings, as it's crucial to spell linked words correctly to be able to complete the task. They keenly searched out meaningful words in the word

grids, and every time they found a word, it was joyous to see their eyes light up with triumph. Word recognition is an essential component in skillful reading and the use of such games surely enhances rapid automatic word recognition.



I must say that the implementation of such word games has not only enhanced literacy skills but also made a pathway to develop logical reasoning, critical and quick thinking and scanning abilities of my students, helping them to become better adults.

## Significance of Feedback

By Syeda Kulsoom Jafar, Homeroom Teacher C3C & Team Leader

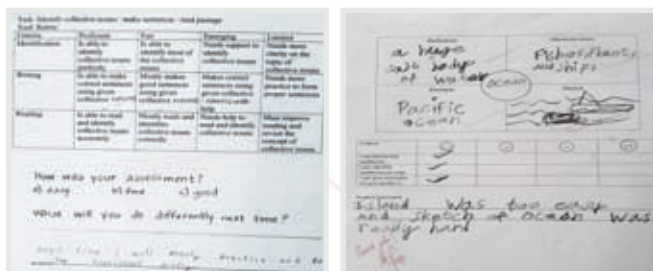
Constantly changing educational needs and medium of instruction calls for a change in the way we judge our children's performance, most people from our generation agree that grades/ranks awarded have little to do with a person's probability to succeed in life.

A decade ago, an assessment was the sole method used to conclude students learning. After taking up courses on Coursera and attending several workshops I now strongly believe, as an educator that only assessment should not be used to judge a student's performance. Today the Continuous and Comprehensive Evaluation (CCE) method has brought about a drastic change in the way a child's holistic improvement is evaluated on a daily basis, which also means assessment is an ongoing process that takes place before learning (pre-assessment) during learning (formative assessments) and after learning (summative assessment). We have moved on from theory-based to inquiry-based or activity-based learning. Hence reporting performance merely in the form of grades or marks does not give the complete picture of a child.

Following are a few strategies used for assessing concepts taught which turned out to be interesting, interactive and analytical in my class

- Slip in the difference - students write a slip to answer a question about a confusing concept. (helped to rule out the confusion between collective and plural nouns in my class)
- Exit/Entry tickets - students well versed with concepts taught, ask topic-related questions to their classmates during lunch/ departure.

- Bingo - used to assess knowledge of definitions. Students strike-off words pertaining to the definition readout by the teacher.
- Irregular verb ludo - students who could easily convert present tense irregular verb into past tense get a chance to move forward one space as a bonus while the others learned how to change the same by observing peers
- Reflection is done on a daily basis in which the students identify their strengths and weaknesses, they then decide what they would do better in order to achieve more next time.



Teachers draft constructive feedback keeping in view the concepts, skills, attitudes covered, the mode of assessment, performance in daily activities, and provide suggestions for improvement. In order to make the most of the feedback given by the teacher during PTMs and open house, parents are encouraged to read out comments given by the teacher to the child or ask the child to read it himself. In my opinion, replacing marks/grades and providing insightful feedback along with following up at home as well, helps students to improve tremendously.

## Learners and their Styles

By Nazia Razvi, Homeroom Teacher of C3B

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." Albert Einstein

Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding. It's an every student voice "Tell me I forget, teach me I remember, involve me I learn". Student centered learning is based on the needs, abilities, interests and the learning style of the student. Children are given the chance to select the activity and present in front of class during our units-ART, LANDFORMS & ECONOMICS.

**Activist:** Learn by doing and participation:- brainstorming, problem solving, group discussion, puzzles, competitions & role-play etc.

**Reflector:** Learn by watching others and think before acting: models of different landforms, stories, biographies of Dr.Seuss, reflecting Matisse and Picasso art etc.

**Theorist:** Learn by understanding theory very clearly: time to think about how to apply learning in reality (JAM session on any natural disaster), case study (PPT on natural disaster with real life examples), discussion etc.

**Pragmatist:** Learn through practical tips and techniques from experienced person : Paired discussions, self-analysis, questionnaires, observing activities, guest lecture, interviews, feedback etc.

Most educators recognize three broad learning styles in children VAK - visual learner (students prefer to read over listening and writing over speaking aloud.), Auditory learner (a student learns through listening) and Kinesthetic learner (students carrying out physical activities, rather than listening to a lecture or watching demonstrations.).

When children determine their LEARNING STYLE which best suits them, it helps them more effectively to understand and enjoy the learning process.

"If a child can't learn the way we teach, maybe we should teach the way they learn."



## Building Parent Teacher Relationship

By Khursheed Begum, Homeroom Teacher C3A

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents with the teacher and the school"

Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations. An important factor in student's quality learning and self-development is Parent-Teacher relationship and cooperation. When parents and teachers communicate and work together effectively, it can significantly impact each student's long-term success.

Ways to bring out the best in parent teacher relationship:

### 1. 3 C's of Parent Communication- Charge, Consolidate and Coordinate:

Take charge in guiding the students and parents towards their goal, consolidating the information and setting goals by establishing a communication through Bloomz, Gmail or school website and coordinating the strategies by having a clear overview to avoid conflict and ensuring proper approach.

### 2. Encouraging teachers to open lines of communication:

Teachers should always make a point to inform the parents about the activities and projects done in the class. Parents are often enthusiastic to know what is being done in the class and how their children are faring. Parents have the right to know about school activities and in order to keep them informed, ongoing activities are regularly updated on Bloomz and blog. It is essential that parents check and share their ideas/concerns through available resources.

### 3. Providing professional development opportunities focused on parent communication:

As all the fingers of our hand are of different size, shape and type the same theory applies to the parents as well. Helping teachers understand different styles of working with parents can help them improve their strategies and skills by providing them strategic workshops and training. This leads to improved communication between students and teachers thus enhancing trust, mutual respect and the education process.

At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.

## Action Taken

By Aamir Jameel, Nursery A, Focus School (NKB)

Dear Ms. Sara,

I think parents need to step in early and focus on their children's self worth. It starts at home and gets continued upto school as well. To build confidence and integrity, we need to make our children strong by making them independent.



The other day in school, "Health & Hygiene" week was going on. The focus was on cleaning habits. My son Aamir Jameel who is studying in "Nursery A" got involved in the cleaning activity so much that at the time of Eid ul Adha he washed his hands and the bunch of grass with water before feeding them to the goats. It brought tears to my eyes and a proud curve on my lips.

I really appreciate the management and the teachers for bringing out the best in each and every child at Focus School.

Such learning concepts from the management which included in the curriculum needs to be applauded and such activities not only make them self esteem go up high but also encourage them to pursue their dreams in the near future.

## Importance of Concepts

By **Hyderi Moosvi**, *Homeroom Teacher PP2B*

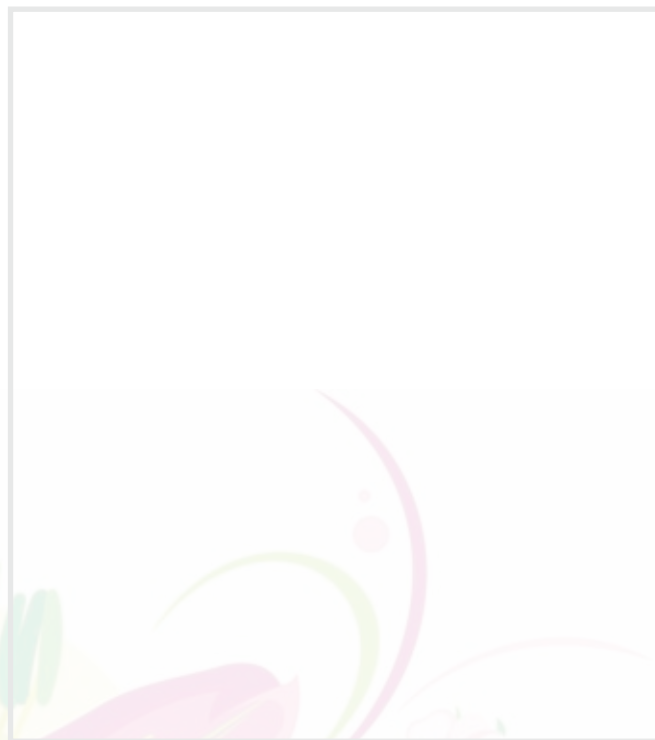
Concepts are very important part of thinking. If you want to improve your critical thinking skills, then we need to be clear with the concepts. Concepts are:

- Important in generating ideas.
- Will always seem vague because they have to be translated into specific ideas before they can be used.
- Are not always complete but they carry important aspects of what is being thought or done.

When you believe you have comprehended the concept from what is being said or read, you can further move on with the inquiry. Recently I have introduced comparison of numbers and I will share how I have gone through the concept of comparison.

Before moving on to the topic, I asked two students to come forward and asked others to observe their height, size, length of the hair etc. Then I asked them a few related questions followed by an explanation of the term compare. Then I moved on comparing the number of objects in A and B. Later on, I made an alligator's mouth using the chart paper which the students can wear in their hands and told that the alligator will like to

eat the bigger number. I put different numbers on the board and asked the alligator hands to open its mouth towards the bigger number and the students enjoyed learning the concept of comparison.



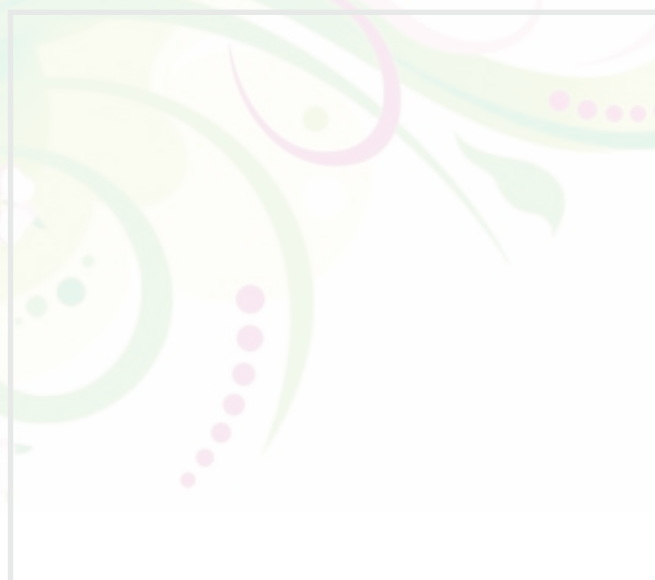
## A Trip Outdoors.

By **Heena Fatema**, *Intern PP2B*

The 3rd week of August was worth remembering as the students of the PP2 were taken on an educational field trip to NTR Gardens based on their ongoing unit 'Senses'. The venue was decided to enable students to gain knowledge about texture of different things. The enthusiasm was all around in the students as well as the teachers. Though it was a task of responsibility for the teachers, but the excitement and happiness of children bought the teacher's gratitude higher.

Children as usual came to school but with more excitement. The hum was all around, The children in the bus enjoyed throughout the journey. As we reached our destination, the children were given taken on a round for showing the different kinds of trees and their textures i.e. how do they make one feel on touch. The feel of those bumpy, creepy, prickly, the smoothness of grass, softness of leaves were so attractive that the students had a moment of personal touch which made learning easy for them.

Finally, they were given a feedback form to help them record what they actually learnt and how they felt about the trip. They made connections to what they learned in the classroom to what they saw in the surrounding. This was a worthy trip for the students as well as teachers!





## Art Speaks Volumes!

By Asma Begum, Art Teacher & Team Leader

Learning the art and craft doesn't just foster the creative development of a child, but also assists in advancing and refining the core skills, which in fact goes towards boosting academic achievement as well! It helps in the holistic(physical, social & cognitive) development of the child. Pursuing art as a hobby can engage and augment a child's cognitive and critical thinking abilities immensely, for example, there are several art and craft activities, which can enhance the interest of the children and exploit their artistic potential.

Keeping this and the Curriculum in mind the following activities were designed.

### Physical Benefits

These activities help in developing fine motor skills as most as they consist of moving fingers and hands. Simple actions like holding a paintbrush and coloring with pencils help strengthen muscles and improve their control(Paper collage, Painting, Pencil shading etc.

### Social Benefits

They learn to act and think like designers and artists, working intelligently and creatively. By engaging in creative pursuits, children get the opportunity of expressing themselves in a positive, tangible and meaningful way.( Gel wax candle, Marble painting, knife painting, crayons melting art etc.)

### Cognitive Benefits

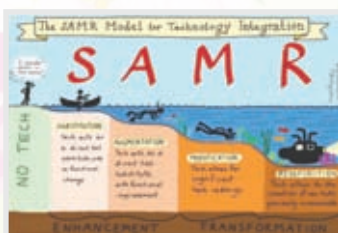
This helps to develop a problem-solving attitude, which in turn will help them in the future. Activities like learning & making Wall hangings, photo frames, waving basket etc, need visualization and memorization of complex designs in mind.

Arts and craft activities help instill a sense of achievement and pride in children, boosting their self-confidence. It not only helps in the above traits but also in boosting academic performance. Above all these are activities are filled with lots of fun, this in turn, and simultaneously promote their overall welfare.

## SAMR Model for Technology Integration

By Kerla Ramya, ICT Teacher & Team Leader

The SAMR Model is a framework created by Dr. Ruben Puentedura that categorizes four different degrees of classroom technology integration. The letters "SAMR" stands for Substitution, Augmentation, Modification, and Redefinition. The SAMR model was created to share a common language across disciplines as teachers strive to help students visualize complex concepts.



While it's often visualized as a ladder or staircase as above, this can be misleading because Substitution (the bottom of the ladder) is sometimes the best choice for a particular lesson. On one end technology is used as a one-to-one replacement for traditional tools, and on the other end, technology enables experiences that were previously impossible without it.

Think of the difference between seasoning an old family recipe (Enhancement) and creating an entirely new, original dish (Transformation).

The SAMR Model Explained (with Examples)

### Substitution

At this stage, technology is directly substituted for a more traditional one. It is a simple, bare-bones, direct replacement.

Substitution might also include a student using Keynote, PowerPoint, Prezi, Slides. (pic 2)

### Augmentation

The technology is again directly substituted for a traditional one, but with significant enhancements to the student experience. In other words, you ask yourself if the technology increases or augments a student's productivity and potential in some way.

a student might augment a presentation on healthy & unhealthy food with a video clip

<https://app.biteable.com/videos>

### Modification

In this stage, you are beginning to move from enhancement to transformation on the model. Instead of replacement or enhancement, this is an actual change to the design of the lesson and its learning outcomes.

A student might create his or her own unique posters on Peace and conflict for the class. (pic 3)

### Redefinition

The last stage of the SAMR model is Redefinition and represents the pinnacle of how technology can transform a student's experience..

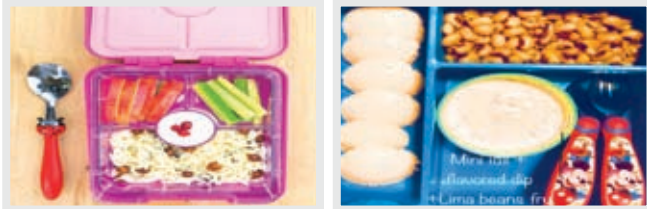
For example, after completing their group work and soliciting feedback from classmates using google forms using email id.(pic 5)

<https://docs.google.com/forms/u/0/?tgif=c>  
<https://sites.google.com/focushighschool.org/pypx-changemaker-com/hom>

## Role of Nutrition in Building The Child

By Mamta Korti, Counselor

"You are what you Eat"! It is truly said as what we eat makes the whole impact on building the mind and the body. Nutrition plays an important part in the growth and cognitive development and hence, from the time of pre-conception till the birth of the child and further throughout the lifetime holds the major part of maintaining the health of an individual.



I have observed that children who don't eat and skip their meals are more lethargic, inactive, irritated, not-participative, low level of concentration and sitting tolerance, build stress which lead to low academic performance and hinders their physical growth and cognitive development. Foods rich in vitamins, minerals, proteins, fats and carbohydrates, seasonal fruits, vegetables and drinking plenty of water should be given to children. This will enhance their metabolism, build strength, improve their memory, enhance activeness and develop health and fitness among children.

Parents should prepare and send healthy breakfast and lunch by including sprouts, nuts, grains, fruits and

vegetables by making the lunchbox more colourful and interesting for the children, which will help them to develop an interest in healthy eating and thus motivate children by appreciating and giving rewards for finishing their lunches. We all need motivation to imbibe good habits in us and the same goes for our children.

I had attended Nutrition workshop at NIN (National Institution of Nutrition) which was organised for all the school teachers across the city on how to enhance good healthy options for our children for their better growth and development. Hence, every year we conduct sessions for all the students and parents in Focus High School, to educate them and update them on Nutrition by providing various options, different healthy recipes and latest updates on the products and food which can be given alternatively for the children and giving solutions to their problems that they face while handling the children and for improving their nutritional health.

I also counsel parents on a regular basis to keep a check on their children's eating patterns and insist them to avoid junk food and bakery food which carry lots of sugars and oil, which is not good for the child's health. Parents have responded positively and have taken a lot of measures and were thankful for the suggestions and because of which I see a lot of positive changes in the child's behaviour and I appreciate them with rewards!

## Behaviour Modification (BM)

By Mumtaz Samnani, Counsellor and Special Educator

**"If we don't change, we don't grow. If we don't grow, we aren't really living."**

*By Maya Angelou*

It is rightly said that we need to change and evolve throughout life from one stage to another for achieving mastery and perfection, and we try to implement the same philosophy at Focus School with special educational needs (SEN) children and counseling cases. We try to bring constant positive change in our students, especially in their behaviour because, I feel the way people behave, help them to connect to the society and peers.

So how do we start to bring this change in our students?

We use therapeutic approach called "Behaviour Modification" for these students. Behaviour modification helps in the increase or decrease of the desired behavior. Not only counselors, but parents and everyone uses this technique. Don't we appreciate our children for good behavior they display? For example, we tell them "thank you for helping me with the work", when guests come. We also say "Get me the grocery and you can buy a chocolate for yourself" for helping us with groceries. This is how BM works with everyone irrespective of age.

In school setup we use this technique to increase the frequency of the desired behavior. We use star system,

behaviour chart, small rewards (like toys, pens, pouches etc), appreciation certificates, token points and other methods. This works as a positive reinforcement for the students and they will display the desired behavior repeatedly. We also use negative reinforcement where a desired object is removed immediately if the child display the undesired behavior. They need to face the consequences like withdrawal from their favorite activity, or the withdrawal from class and timeouts. Later these reinforcements are weaned off so children adopt their behavior without any reinforcements.

I used this strategy with one of my students with behavior issues and it worked. My shadow teacher and I have seen a drastic change in the child. He has improved in his performance in class, with peers and with teachers. He was not manageable last year but now became part of the classroom where he enjoys his classes, and always come with the intention of learning to school. I want to thank the shadow teacher to help me in achieving my goal. I am also using this strategy with other students who were referred to me for counseling. I know this is how our parents used this method without knowing its name. But as busy parents we are not spending quality time with our children and leaving them alone to learn the behaviors of their choice. It is time consuming but gives definite results.



## Writing to Express Ourselves

By Atiya Fatima, Homeroom Teacher C5C & Team Leader

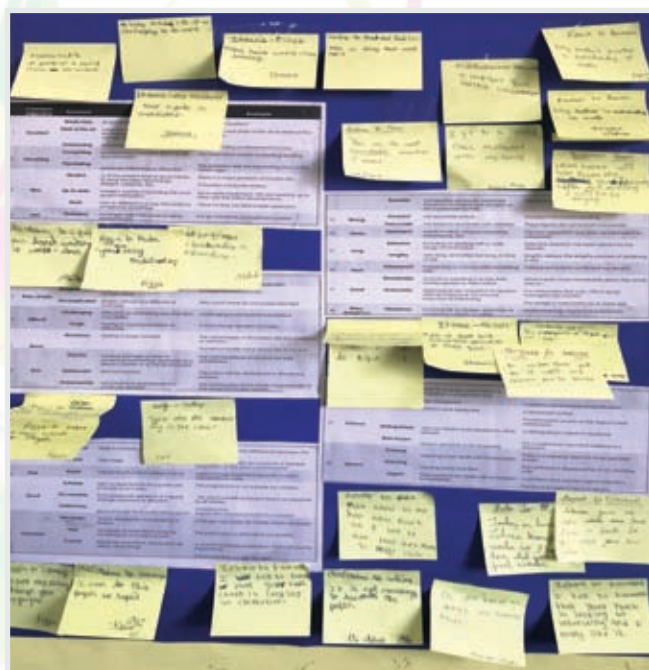
With the implementation of The Enhanced PYP, great emphasis is placed on Approaches To Learning (ATL). Formerly known as the transdisciplinary skills, these set of skills were designed to help students adapt in any profession, challenges or situations they find themselves in. This academic year, I chose Communication Skills, one of the five major categories of ATL, as an action research in Class 5. Our students communication skills are nurtured on a daily basis through a combination of oral presentations, written tasks, and reading for both pleasure and purpose. Speaking confidently and presenting in front of peers is a common classroom routine. Recently, our students took part in a debate on 'Brain Drain'. Equipped with an in-depth inquiry, both teams debated with great gusto. Passionate oral presentation of arguments, exceptional listening skills, and recording information were all showcased in this activity.



The reading, listening, viewing and presenting sub-skills under Communication Skill are something that can be learned from peers and the learning community. Writing is a different experience altogether..! With various genres of writing and its varied structures, students often struggle to put across their ideas in apt words. We began this year with a focus on Descriptive Writing. The first two days were free-style writing which helped me identify the challenges my students faced with a pen and paper. I then cut down my lessons into

small meaningful chunks where we concentrated on sentence structuring which was followed by adding details using interrogatives. We were moving at a snail's pace but with notable progress. Lucky for me, at Focus School professional development is of prime importance and our PYP Coordinator arranged for us to attend a writing workshop conducted by Juleen Keevy, a literacy expert from Kenya. This helped me multifold in introducing the concept of sensory imagery which made descriptive writing more vivid and imaginative. Students read descriptive passages from their Author study books and incorporated the same styles into their work.

To ease writing jitters to a great extent, we use the 'Writing Strategies' for every writing task that is assigned. Students first note their ideas in a graphic organiser which is then drafted, edited, revised and then published as final work. Each step gives them an opportunity to make corrections and enhance their work.



Finally, having a wide range of vocabulary is an asset of a successful writer. To facilitate students with good vocabulary, I have pasted a chart with commonly used words with their meanings, synonyms and example sentences which shows how the word is used. Students are encouraged to use synonyms to enhance their communication skills and share evidence with the class. It is after all, by doing and sharing that we gain knowledge that lasts a lifetime.





Developing Sensory and Cognitive Skills



Developing Gross Motor Skills by Passing Through the Tunnel



We like to Read



Developing Concentration



Developing Fine Motor Skills



Celebrating Red-Day with Finger Printing



Gaining an understanding of Winter Season



Kids refining skills by Water Pouring Activity



Tiny toddlers working on fine motor skills



Reading is Fun









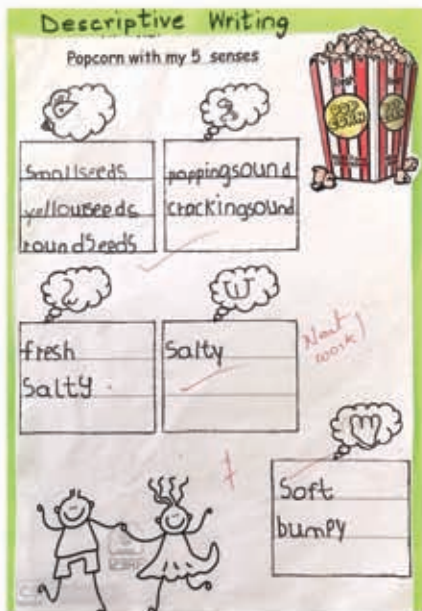
Feeling Different Textures



Teaching tally the fun way



Students sorted out the given pictures into the appropriate story elements



Descriptive writing using Senses



Comparing the size of objects with a Giant's footprint



Sorting according to the colours....  
Illustrating in tally using colour pencils



Students identified shapes in their surroundings and pasted accordingly



Using topic wheel for Stories

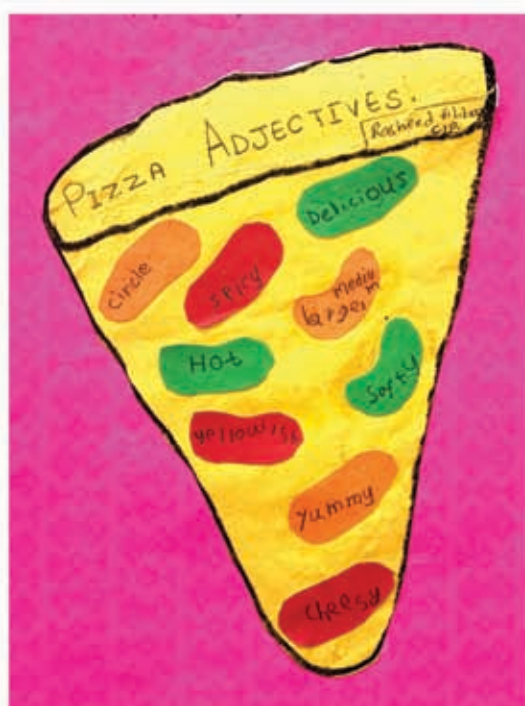




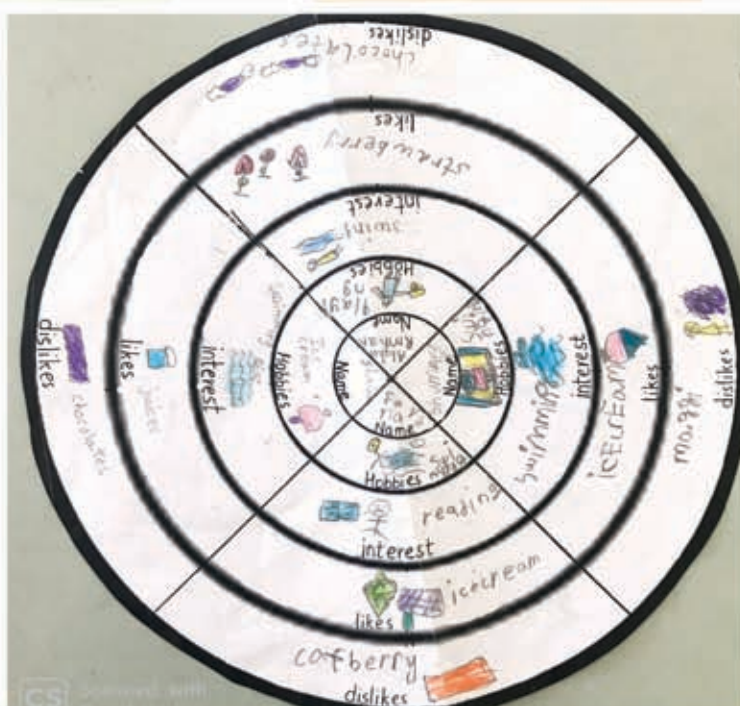
Arranging Ordinal Numbers in Sequence



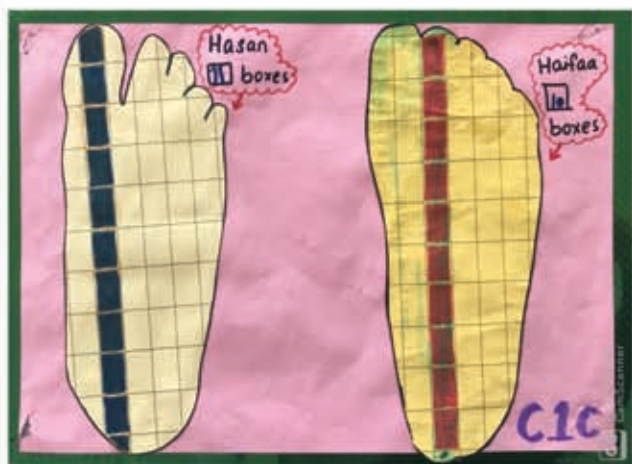
Inquiry about different Festivals



Using adjectives to describe Pizza



Sorting out their hobbies & interest in the circle of view point activity



Learning non standard unit of measurements



Describing the Elephant





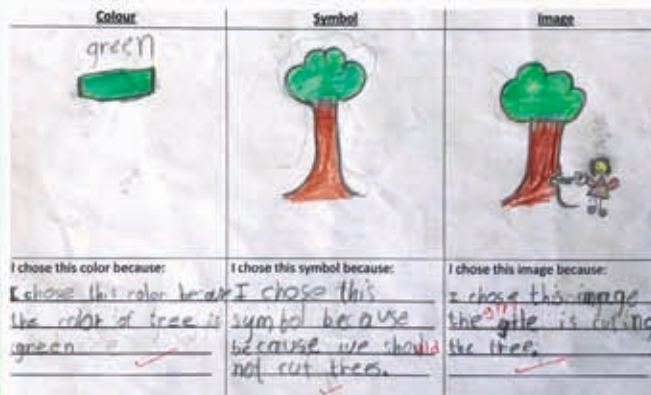
Enjoying Food Pyramid-Group Activity



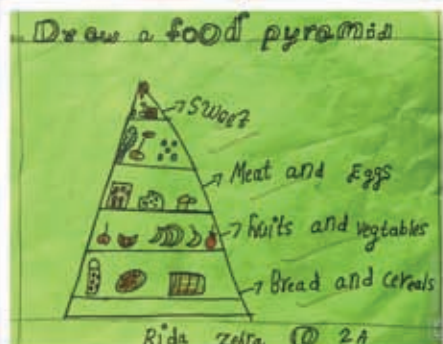
Meditating for healthy lifestyle



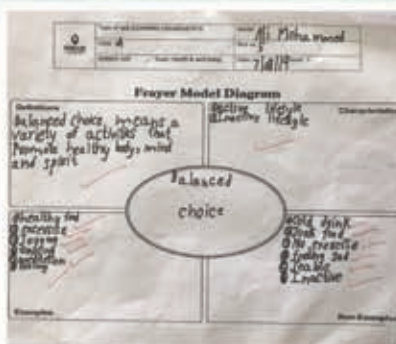
Getting to know their friends



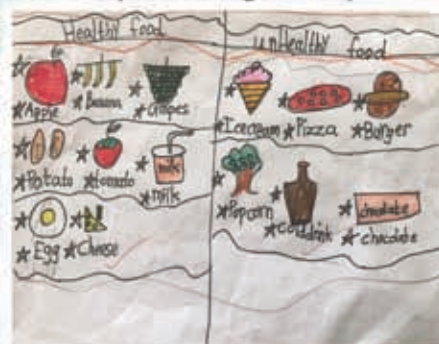
Conveying a strong message to the world through Colour Symbol Image activity



Food Pyramid



Tuning into the topic using Prayer Model



T-Chart on healthy and unhealthy food



Character Sketch



Designing the Cover Page-GR Activity



Presenting the 5 Major Food Groups





Role play on Consumer Awareness



Major circles of latitudes



Inquiring about landforms and settlements through shared reading



The artist sees what others only catch a glimpse of Henry Matisse Art work



Poster Making on Landforms



Sharing summary of chapter read



Learning Irregular verbs through Ludo

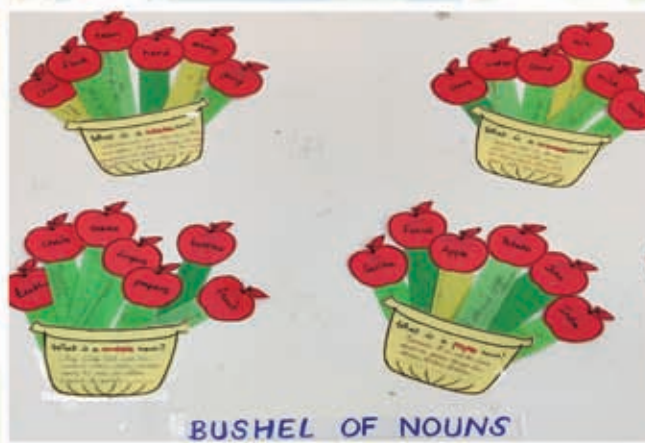


Action taken Learning to use make Best out of waste!





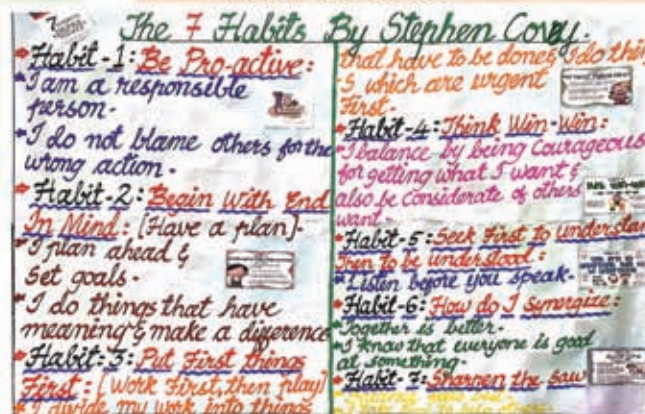
### Stand alone Topic-Solar System



Understanding of nouns made interesting  
with these Bushels!



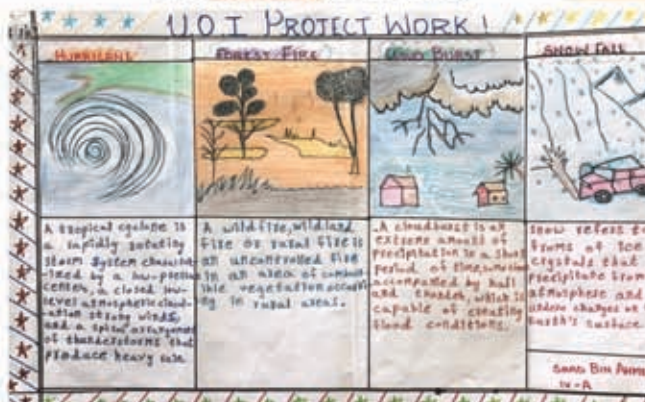
## Wordle on Media



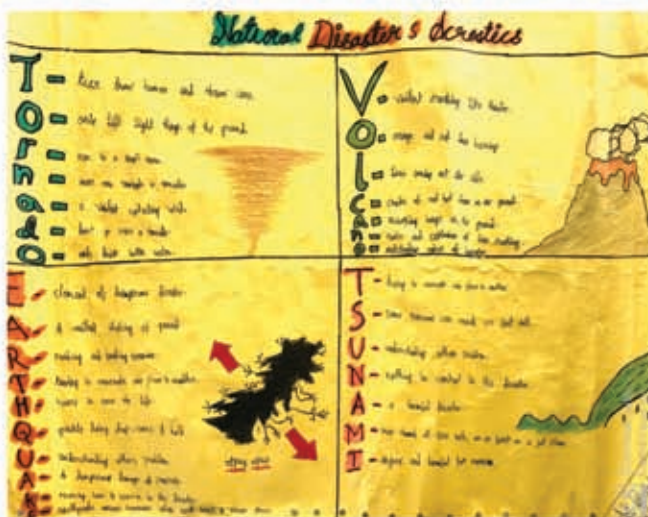
## 7 Habits of Stephen Covey



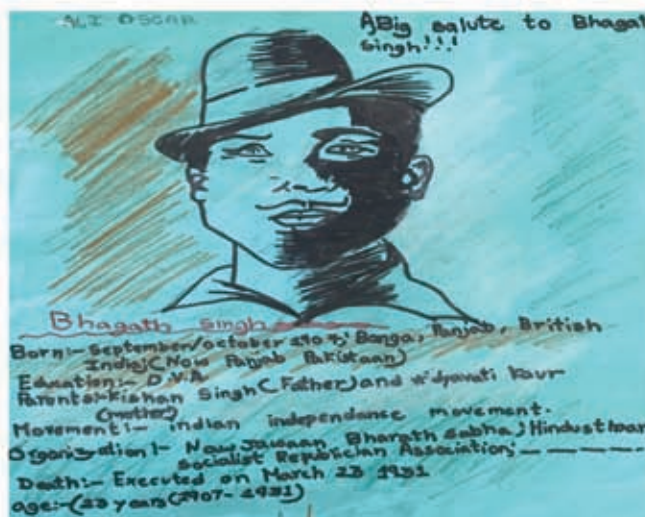
Frayer Model vocab journal for topic Media



## Learning Natural Hazards



### Acrostic poem for Natural disasters



### Inquiry on freedom fighters!



**IF YOU GIVE A MOUSE A COOKIE**  
Cause and Effect

CAUSE		EFFECT
If you give a mouse a cookie.	➡	He will ask for a glass of milk.
If you give him a glass of milk.	⬅	He is going to ask for a straw.
When he looks in the mirror.	➡	He saw his hair had been shaved and he will ask for a trim.
If you give a mouse paper and crayons.	➡	He wants to see pictures and draw it.
He wants to taste his pudding on the refrigerator.	⬅	The refrigerator will remind him he is thirsty.

$$I_{fmax} = 5C$$

Students identified the actions and reactions in story

## INQUIRY ON GRETA THUNBERG


Greta Thunberg born 3<sup>rd</sup> January 2003 is a Swedish activist who, at age 15, began protesting outside the Swedish parliament about the need for... Parents: Svante Thunberg, Malena Ernman.

Movement: School Strike for Climate

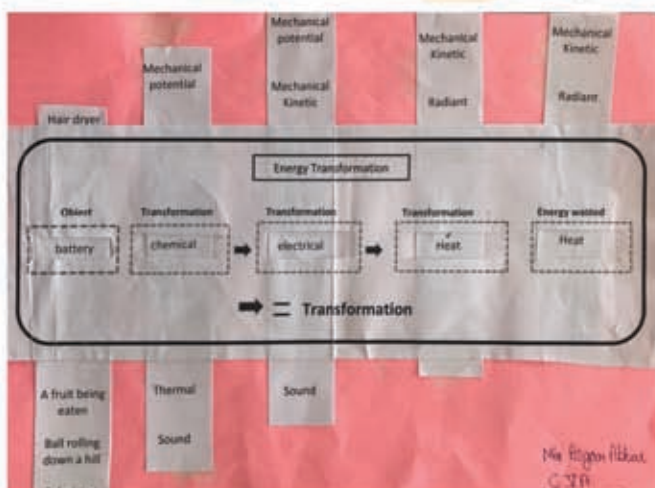
Greta Thunberg cut a frail and lanky figure when she started a school strike for the climate outside the Swedish Parliament building last August. Her parents tried to dissuade her. Classmates declined to join. Passersby expressed pity and bemusement. 15-year-old sitting on the cobblestones with a hand-painted banner.

Mohammed Ammar Khan

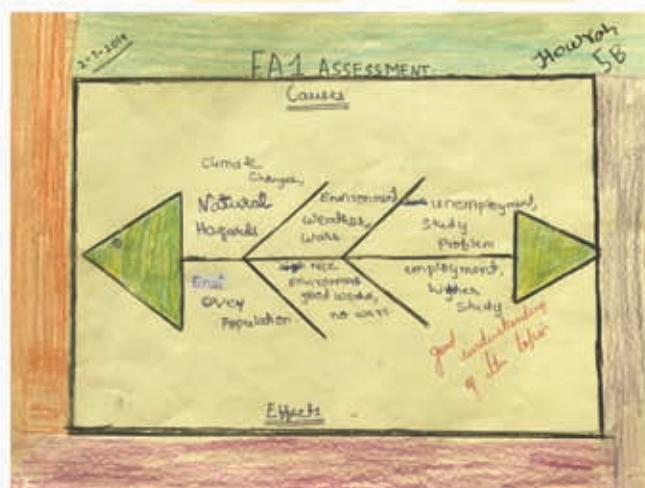
## Inquiry on the climate activist Greta Thunberg

What was the main topic of this chapter?	Melody's assistant		
Write a 3-5 sentence summary of the chapter. Also specify names and specific locations and resources.	Melody got an assistant who is Lolly. Lolly can understand her. Later when she saw the film Rose's Lolly, she went a Lolly that is made for her specially.		
What 3-5 words or phrases are very familiar words that their definitions or think what they are?	Mel chair a chair made for handicapped people	Lolly 	biography to write about something who are famous
Provide a quote from this chapter and why it means to you.	Melody Melody wants a Lolly that can talk	person it shows Melody is not happy with her disability	
Write something.	In chapter 13 their unit was biography. In chapter 14 it is still going on.		
Write your personal response after discussion.	I believe Melody is a smart girl at first I thought she was dumb but I think she will be smarter.		

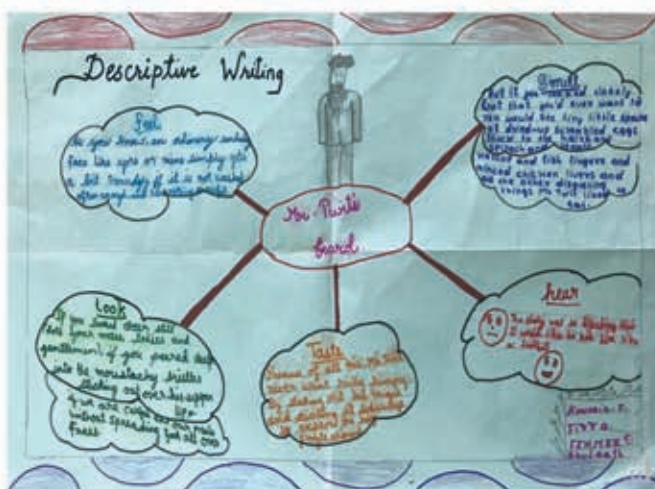
### Novel Study Activity



Interactive activity on Energy transformations



An understanding of migration and how it effects contries



Students sorted the sensory images from the text under five senses



An event from India's struggle to gain independence



## HINDI



Do akshar wale shabdh activity

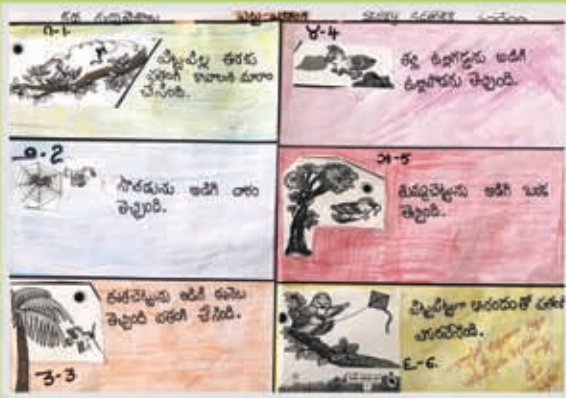


Class decoration on wyanjan

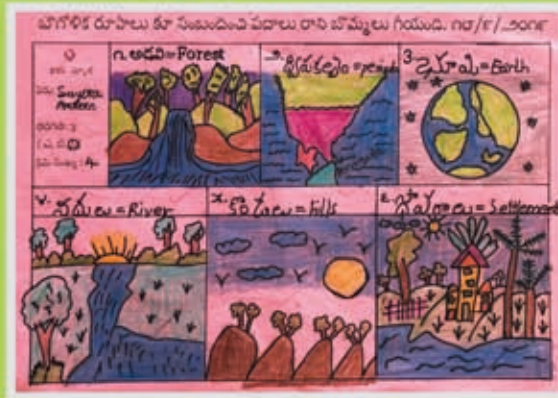


Students reading swar akshar

## TELUGU



Building Story through Story Board



Vocabulary related to topic Landforms



Identifying Story Characters

## LIBRARY



A gift for the school library on my birthday!



Story presentation on the Enormous



Cover page of the mini story book





# ART Gallery .....



Crayon Work



Paper Collage, C-II



Pen Brush Painting, C-IV



Marble Painting, C-V



Wall Hanging, C-IV



Thumb Painting, C-II



Thread Painting, C-V



Painting, C-II



Madhubani Painting, C-V



Paper Puppet, C-II



Cubism art by C3



Knife Painting, C-V



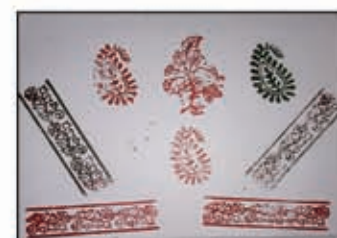
Pencil Shading by C4



Crayons Melting, C-III



Paper Puppet, C-II



Block Printing, C-III



Origami, C-III



Origami, C-IV



Cur and Paste Work, C-II



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