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A Window to our Culture of Learning and Sharing

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NOOR KHAN BAZAR EDITION



FOCUS
SCHOOL

Art by Tabinda Ziaee

The best colour is the one that makes you happy

ASSEMBLY PICTURES



Equinox Position- Assembly



Famous Mathematicians



Math Assembly



Means of Transport



Happy New Year



Celebrating Urdu Day



Assembly on Importance of Fitness



Speaking Different Languages



Assembly on Makar Sankranti (Left),
Skit on Saving Birds (Right)



Speaking about Mr. Ramanujan
(Left), Mr. Abraham Lincoln's letter
to his son's teacher (Right)

Restructuring of our School's Leadership Team

By Minhaj Arastu, Principal

When we opened our school in 2013, we did not know if parents would accept the IB curriculum. We did not know if we would be financially sustainable. We did not know if we would find teachers who shared our vision.

By the grace of God, in nine years, we have grown to three campuses, a teacher training centre, and a school improvement programme that reaches schools as far away as Laddakh. We are blessed with capable and caring leaders, teachers and administrators. Most of all, we are blessed with the responsibility of nurturing 1300 young minds and hearts.

With this growth in mind, we are making some changes that will allow our organisation to function more effectively and also to grow further.

Each of our campuses will continue to be led by a Vice-principal (Curriculum) who is empowered to make all decisions about teaching-learning and staff. To guide and supervise the campuses, I will serve as the Director-Principal. My primary responsibilities will include mentoring the Vice-principals and ensuring that our schools meet international standards (of IB, Cognia, and Montessori education). To help me in this role, there will be two Joint Directors: Mr. Syed Mustafa Hussain (Curriculum) and Mr. Mirza Alamdar Ali (Operations). With this restructuring, each campus will strive towards excellence for its particular age group (Pre-Primary, Primary, HS) and according to its curriculum (PYP, MYP, SCERT, Montessori).

In this context, I will spend several months each year working away from Hyderabad on new projects and partnerships, confident that what we began in 2013 will become stronger and greater.



Minhaj Arastu
Director & Principal

Syed Mustafa Hussain
Jt Dir Curriculum

Mirza Alamdar Ali
Jt Dir Operations



Asma Zaidi
VP Curriculum
Pre-Primary
NKB & PH Campuses & TTC,
Endeavour, NIOS

Sheherbanoo Fathi
VP Curriculum
NKB Campus



Syed Mustafa Hussain
VP Curriculum
DS Campus

Syed Humayun Abedi
VP Curriculum
PH Campus

We hope for your continued support and pray that we can further our mission of establishing justice and mercy through education.

Constructivist Approach to Teaching and Learning

By Sheherbanoo Fathi, Vice Principal-Curriculum Development & PYPC

Active learning is an approach to constructivism and is the conscious building of knowledge, skills and abilities through active participation. It involves critical and collaborative thinking, inquiry, analyzing data, problem-solving, and most importantly, reflection and metacognition. Active learning can take varied forms such as collaborative work, inquiry and problem-based learning, game simulation, role-play and think-pair-share. It also promotes student's voice and hence increases self-efficacy.

The two active learning approaches that teachers have successfully implemented in the class are:

1. Four Corners Debate: This cooperative learning strategy can be applied across the curriculum and greatly stimulates creative and critical thinking. In this approach, the teacher displays posters – agree, strongly agree, disagree and strongly disagree, in the four corners of the room. The teacher then makes opinionated statements related to the concept. Students reflect on the statement and choose to move to one of the four corners. Students justify their opinions related to the selected statement. For example in the unit on 'Migration,' students were posed with statements such as:

- Migration always results in a change of lifestyle for the better
- Adapting to the culture of the host country is the best choice for successful living

- Brain drain is justified
- Leaving aged parents and migrating for better job prospects is a good choice.

2. Game-based learning: Trybus (2015) defines game-based learning as “borrowing certain gaming principles and applying them to real-life settings to engage users” (Pho and Dinscore A 2015). Gamification aims to enhance students' engagement and interest to enrich the learning experience and enhance memory and retention. An example of this is using Kahoot - an online quiz.

Another example is an assessment designed for class 2. For the unit on 'Health & Wellbeing,' students created a snake and ladder board game, with the positives of a healthy lifestyle for the ladders and negatives at the mouth of the snake. Focus School places great emphasis on active learning and many such activities are incorporated when planning for units of inquiry.

References:

- Bennett C., (2020). ThoughtCo. Engage Students With a Four Corners Debate. <https://www.thoughtco.com/informal-debate-4-corners-strategy-8040>
- Game Learn, (n.d.). The Theory Of Game-Based Learning. <https://www.game-learn.com/en/resources/blog/the-theory-of-game-based-learning/>
- Pho A., and Dinscore A., (2015). <https://acrl.ala.org/IS/wp-content/uploads/2014/05/spring2015.pdf>

"Reflection ! noitcelfeR"

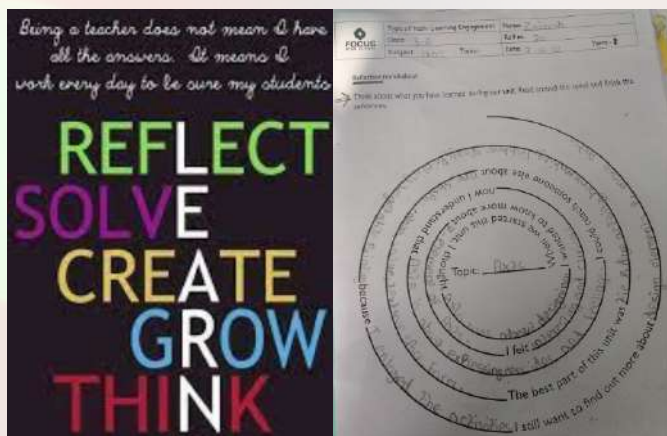
By Amena Ara Imran, Assistant PYP Coordinator

"We do not learn from experience; we learn from reflecting on our experiences"-John Dewey

Reflection is the most underused yet powerful working tool. It is an integral part of the learning process and allows us to learn, unlearn and relearn at the same time. Reflecting after an assessment helps to identify mistakes and correct them promptly. It benefits a person individually in improving academic skills as well as their overall development. It is a process of exploring and examining ourselves, our perspectives, attributes, experiences

Our teachers plan and incorporate a plethora of activities with their students. Activities like circle time offer a framework for reflection and encourage students to begin thinking critically about their experiences. Children gain exposure to a variety of viewpoints as they develop their understanding at the end of reflection activities like the four corners strategy or via reflection sheets, thereby improving their ability to contemplate. At times, it starts with a single question that leads to discussion, including details of the experiences, and moves toward critical thinking, problem-solving, and creating an action plan. Since reflection sessions are powerful ways to improve our students' learning outcomes as well as their social-emotional learning and self-regulation skills, these will always be hugely beneficial as milestone events with yearly goals to reflection.

As adults, it is equally important for us to reflect as well. The hybrid mode of learning was only possible due to our ability to reflect throughout the way and make modifications wherever necessary. When students returned to the classrooms, after 20 months of being at home, we needed time to focus on learning recovery and social and emotional needs, which we felt was the need of the hour. Every cloud has a silver lining and so while we were all struggling, the pandemic brought us the opportunity to learn, unlearn and relearn to re-engineer ourselves with amazing strategies. Hence, the act of reflecting shouldn't be limited within our classrooms, but also outside of them during day-to-day life. Now, as we dare to look ahead, our voices will be more important than ever in ensuring that all students get the best education that they deserve! Finally, the reflection always makes you happier. Instilling reflection as a daily practice will not only improve learning outcomes for your students but mindfulness and self-awareness too.



References:

- Richard M Cash (Jan 2017) Reflection an essential tool for learning <https://freespiritpublishingblog.com/2017/01/23/reflection-an-essential-tool-for-learning/>
- The Education Quote, Reflect Solve Create Grow Think <https://www.whoa.in/gallery/the-education-quote--reflect-solve-create-grow-think>

NURSERY



Class Party



Story Telling



Sponge Activity



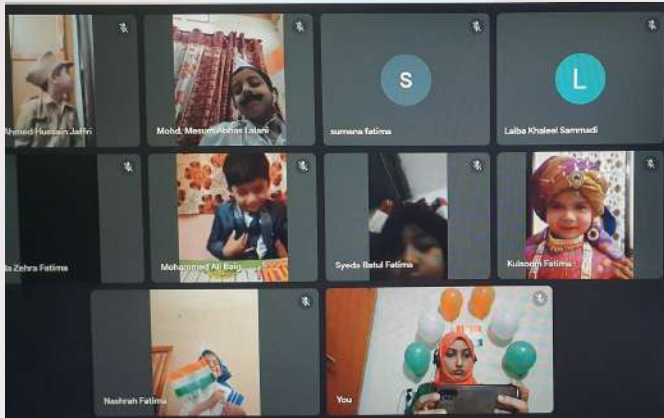
Show and Tell Activity



Republic Day Celebration



Drop Everything And Read Time



Children Celebrating Fancy Dress During Virtual Class



Various Means of Transport



Experimenting with Matter & Materials (Left), Drop Everything And Read Time (Right)



Winner for 'show & tell' (Left), Class Party (Right)



Pre-Primary Graduation Day



Assembly

PP2A

Changing The Approach

By Maryam Mirza, Homeroom teacher & TL-PP2A

Every parent seeks what is best for their child and choosing school Curriculum for them is always a dilemma for new parents which leads to anxiety. The lack of clear understanding and differences between approaches to teaching and learning further complicate the process.

I'm writing this article to share my learning and thoughts about my recent training in 'Montessori Education'. Montessori Education is a philosophy, not a curriculum. It is a child focused approach developed by an Italian physician named Dr. Maria Montessori. She defined education as an aid to life. It guides the child to be a more adaptive and responsible human being. This approach has a lot to do with psychological growth and development of the child. According to her, every child has a huge capacity and one should not underestimate his/her learning power. Moreover, children don't learn only through worksheets and textbooks, they learn more from their surroundings. Every action, response, vocabulary, problem solving that the child observes is learning.

According to Dr. Montessori the child has an absorbent mind between the ages 0-6 years. He absorbs and learns completely from his environment, regardless of the information being intentional or unintentional. Hence, a healthy and informative prepared environment should be provided for the development of the child. The child learns everything from the adults in his environment, whether it be language, socializing, organizing skills, pronunciations, expressions, accent or his mother tongue.

Our work with the child should be:

- Recognition of the child's immense inner potential and need for learning at each stage.
- Providing a prepared environment to support the changing needs of the child. Allowing children to do household work.
- Making the child independent from early years.
- Giving the child the freedom to choose what he wants to learn, freedom to move, freedom to repeat his actions and master a skill.
- Understanding that for the child to play is his work.
- Most important providing support with love, care and understanding.

Whether in school or at home, we can always apply Montessori principles and follow the child in his quest for growth and learning.



Fun with Math



Student Showcasing their Learning.
(Left), Student Led Conference (Right)

PP2B



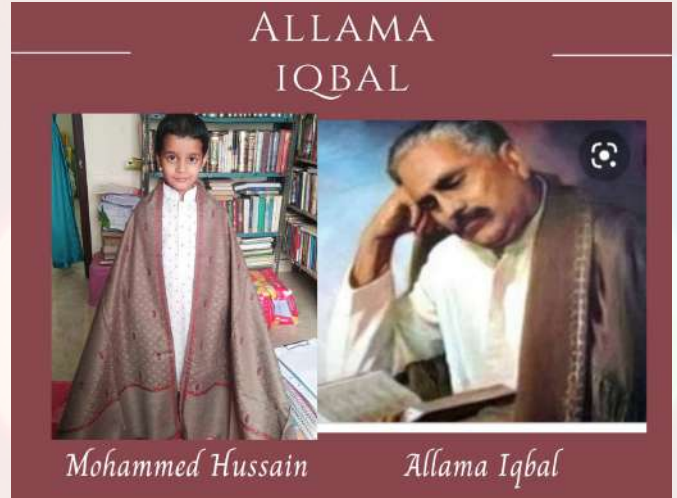
Clay Moulding



Hamza Ahmedi as Vishwanathan Anand



Narjis Fatima as Mahatma Gandhi



Mohammed Hussain as Allama Iqbal



Student Exhibition



Zainab Sadia as Jhansi Ki Rani

CLASS 1A

Bonding and Connecting

By Sameena Sultana, Homeroom teacher
CIA

“A school is a building that has four walls with tomorrow inside.” - Lon Watters

School is a place where students and teachers spend valuable time with each other. The teaching learning process at Focus School depends upon individual learning styles and students are encouraged to inquire and reflect on their learning via. various thinking routines.

My class is a place that is filled with lots of information, different perspectives, emotions, a zeal to gain knowledge and lots of smiling faces. There is an emotional and social bonding that exists among the teachers and students. The friendly bonding in my class is a reflection of the institution's ideas, values and beliefs, where each student is encouraged to showcase the IB learner profiles.

I thoroughly enjoyed educating class 1 students this year where I got to connect with them and create a very special emotional bond. Our homeroom sessions were full of energy that faded away all stress and students emerged as ‘Healthy Happy Students!’



Learning at School is Fun



International Mother Language Day



CLASS 1B

Books, Our Friends

By Meena Farath, Homeroom teacher
CIB & TL

A room without a book is a body without a soul -Cicero

This is the importance of books in our life. Books are our best friends with whom we can spend a lot of time and gain important life lessons. Reading helps us gather a lot of information and sharpen our imaginative skills. As a way of building this love of reading in students, I set up a personal class library along with my students where they spend a lot of time reading, reflecting and making connections to real life situations. The well set library was also an incentive in disguise. Students who completed their work neatly and on time were rewarded with reading time. They went to the reading corner and read any book of their choice. What made my class library a good and interesting place is the amazing collection of books from various genres. Students enthusiastically contributed books and soon my reading corner was stacked by a colourful collection of grade-appropriate books. The class library was an amazing idea that worked wonders in my class and was loved and appreciated by all.



Reading Corner



Class Assembly



Taking Action around the School
Campus

CLASS 2A

The Power of Collaborative Learning

By Syeda Tasneem Fatima, Homeroom teacher C2A

The ancient Chinese philosopher, Confucius, expressed his belief in the importance of learning from experience when he wrote: "I hear and I forget. I see and I remember. I do and I understand".

Collaboration is very important for children to solve problems. This way, they can think of their own perspective, communicate the same with their peers and come up with solutions. Planning activities that involve collaborative learning helps in developing communication skills, self management and leadership skills. It builds deeper understanding among students.

Classroom is a place where students can work as a team and learn through discussing and sharing their ideas and thinking. Students enjoy sitting together with their friends and discussing stuff with each other. Sometimes these discussions lead to exploration of small aspects and details of the topics that otherwise get ignored.

In my class, I use various activities which involve collaborative learning. A few examples are: Students conducted experiments together in groups and wrote the procedure and came up with a conclusion. Students also did jigsaw reading where students formed groups and were given different topics. They read the given material and noted down the important points and later shared their understanding in front of the class. This not only enhances their communication skill but also builds their confidence. Students work together on shared tasks like sorting, matching by making suggestions, justifying opinions, agreeing and disagreeing, etc.

Sometimes I split the class into two teams and each team discusses possible questions to match the answers. Through such activities students learn better and build up various skills in themselves.



Crazy Hat Day (Left), Sorting Out Activity (Right)



Field Trip to Nizam's Museum (Left), Skit on Saving the Earth (Right)



Beaming with Joy on the Prize Day (Left), Sorting out activity (Right)

CLASS 2B

Importance of Classroom Learning

By Ameena Farhat, Homeroom teacher
C2B & TL

In the last 2 years, we have all realised that there is no compromise in education. Even when all activities stopped around the world, online classes were going on. Teachers were continually unlearning and learning to educate their students.

But when students came back to school, I realised how important the classroom atmosphere is for the students, because it provides an opportunity to study in a disciplined atmosphere. Classroom plays an important role in widening the outlook of student's virtues such as perseverance, sincerity, truthfulness, tolerance, discipline and obedience that developed throughout the year.

Classroom is a place where children not only gain knowledge but learn how to be responsible citizens of a society. The norms and routines that students learn and get accustomed to at school helps them in adjusting with society at a later part of life. During our unit 'Everything in its place,' students gained an understanding of the concept of organising and many parents reported their children taking action on the same. Students learned to be more organised and knew how to prioritise tasks throughout the day.

In my classroom, students care for each other, laugh together and learn many things from their peers. They read and learn in a spirit of togetherness and forget their joys and sorrows. Through debate and competition, students get proper scope to improve their vocabulary and style. Studying at school helps students build various skills and hone their talents. We are glad that our school campus is now buzzing with laughter as children learn, collaborate and build memories to last a lifetime.



All Geared up for SLC (Left), Air Occupies Space (Right)



Class Assembly (Left), Bus Stop Activity (Right)



Prize Day (Right)

CLASS 2C



Class Assembly



Shared Reading



Creating Sentence from Jumbled Words



Guest Lecture by our Principal on Heritage of Hyderabad



Demonstrating the experiment-Air has Weight (Left), Taking Action to Conserve Earth's Resources (Right)



Locating Hyderabad on the Globe

CLASS 3

Danda

By Zafar Ahmed Farooqui

Danda hai kamal ka,
Subha jaldi na utho tou danda
Jaldi na so tou bhi danda,
Class jaldi attend na kare tou danda,
Homework na kare tou bhi danda,
Chocolate biscuit khae tou danda,
Anda na khai tou bhi danda,
Danda hai kamal ka!



Character Sketch (Left), Triorama on Various Landforms (Right)



Author Dress-up



Taking Notes



What's the Time?



Math made Fun



Mapping Activity



Prize Day

CLASS 4A&B



Prize Day



Guest lecture by Mr Mumeed (Left),
Display of Models on Compound
Machines by Students (Right)



Creating a Food Chain



All Smiles after the Stellar Show



Food Web



Field Trip



Birla Planetarium (Left), DEAR- Drop
Everything And Read (Right)



Models on Simple Machines (Left),
IMLD (Right)

CLASS 4C

Student-Led Classroom!

By Yasmeen Iram- Homeroom teacher
4C

Positive behaviour, interventions and support are our key focuses in promoting positive child outcomes through proactive strategies.

At Focus, we skillfully combine direct instruction and inquiry-based learning that is driven by students' interests to boost their motivation and help to develop real-world skills.

At the end of each inquiry cycle, assessments include feedback and opportunities to revise work. This reinforces students to learn how to reflect and brings about an intrinsic desire to understand the topic and challenge themselves, beyond just making the grades. This type of "mastery-oriented approach" has helped us with more meaningful learning.

Celebration of students' success through conferences like Student-Led Conferences, allows them to share their work with parents and teachers and contemplate their learning and goals achieved throughout the year. Far from being boring, effective instructional strategies connect learning to students' lives, and empower them to use their knowledge for their own and others' benefit.

In our nurturing learning environment, the relationship between student and teacher is one of mutual respect and appreciation: all students are valued and teachers are aware of how their developmental needs affect learning. Teachers and students worked together to set academic goals as well as goals for personal growth.

We raised students' aspirations and guided them to take ownership of their learning. Parents play a key role here as they consciously provide a positive learning environment at home, and support the child behind the scenes. Together we will achieve success!



Reference:

<https://courses.lumenlearning.com/edpsy/chapter/goal-orientation-theory/>

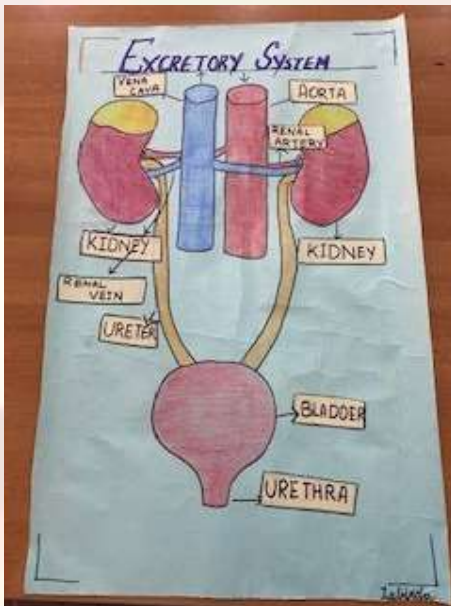
CLASS 5A



Focus School Food Drive Meet



Collecting Donations Every Month



Excretory System



Kids Teaching Kids Workshop



Inquiry Session During PYPX



Our Principal-Our Role Model

CLASS 5B

Leading For Learning

By Atiya Fatima, Homeroom teacher
C5B & TL

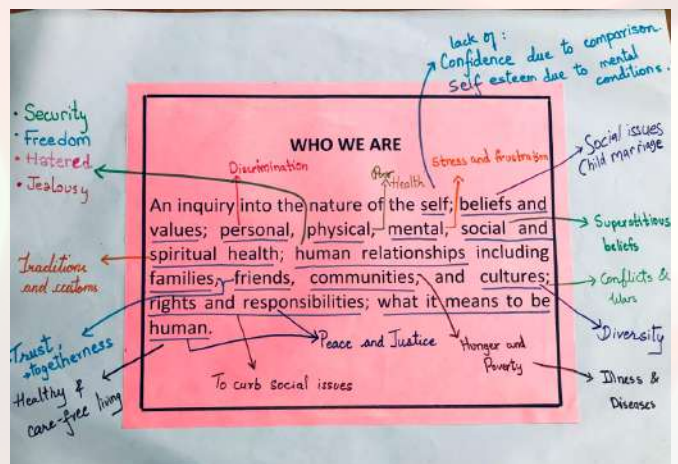
Right from choosing their classroom jobs, deciding their seating arrangements to finalising a theme and topic for the PYP Exhibition, students are active participants in my classroom. They are always buzzing with ideas and sticking on to them until they are implemented and yield results.

Student Agency is when students have ownership of their own learning and action that comes from that learning. It helps in developing leadership qualities and appropriate readiness to learn. Students effectively develop their own learning pathway through questioning, choosing and acting upon their inquiries. This order is precisely followed during the PYP Exhibition which is student-initiated, designed and collaborative. This year, class 5 students chose to inquire about the most pressing issue in the world - poverty and came up with effortless solutions to eradicate it. They first listed out the problems faced by most people around the globe and after reasoning, gained an understanding that these problems were caused due to lack of proper nourishment, education or fair treatment, all of which arise due to poverty. This financial instability leads to physical, mental and social-emotional imbalance in people, rendering them ineffective to society. After weeks of inquiring and conducting in-school workshops to spread awareness amongst children of younger grades, students of class 5 began taking action in various ways to bridge the gap between the privileged and the less fortunate.

Being the senior most class in PYP, students of C5 showcase the learner agency yearlong. The idea of agency is closely connected to self-efficacy, a belief in one's own ability to succeed.

During our unit on Governance, we practised following one form of government each week. Students voiced their political agendas via well drafted speeches, chose a leader by casting votes amongst their peers and owned their decision by following rules set by the leader who governed the class.

As partners in education, it is essential that we facilitate students and provide them with learning opportunities that enable active participation and prompt them to take substantial action. I am grateful to all parents for furnishing such opportunities to your children and for noticing and reporting action taken by them on topics taught throughout the year.



HINDI & URDU

स्वयं प्रबंध कौशल

By Neeta Mishra, Hindi teacher

اردو زبان کی مٹھاس

Saima Mateen, Urdu teacher

स्वयं प्रबंध कौशल क्या है ? वह क्यों होना चाहिए ? उस से क्या प्राप्त होता है ?

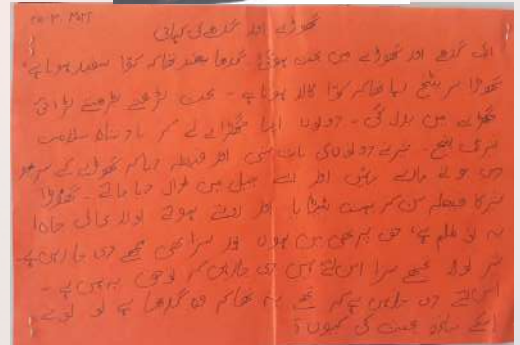
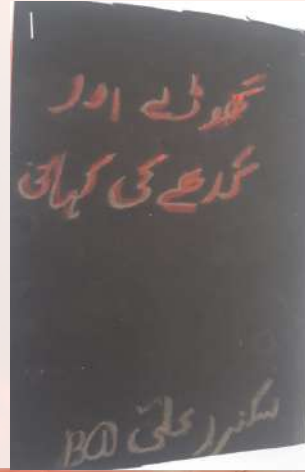
स्वयं प्रबंध का अर्थ है - स्वयं को व्यवस्थित करना ,अर्थात अपने को व्यवस्थित करना |स्वयं प्रबंध हर शिक्षार्थी में होना अनिवार्य है| जैसे की विद्यालय में प्रवेश करने के उपरांत विद्यार्थी को अपना कार्य स्वयं करना पड़ता है| अपना कार्य स्वयं करने से वह आत्मनिर्भर हो सकता है | जैसे की मैंने देखा है महामारी के समय जब ऑनलाइन कक्षा प्रारम्भ हो गई थी तब उसका बुरा प्रभाव विद्यार्थी जीवन पर पड़ा है| विद्यार्थी कक्षा में तो उपस्थित होते थे, लेकिन वे अपना कार्य स्वयं पूर्ण नहीं कर बल्कि उनका कार्य उनके अभिभावक पूर्ण करते थे| जब ऑनलाइन कक्षा से हटकर छात्रों का विद्यालय आना प्रारम्भ हुआ, तब शिक्षार्थी का जीवन अव्यवस्थित था| जैसे की वे कोई कार्य समय पर पूर्ण नहीं करते थे समय पूर्ण होने के उपरांत भी कार्य करते थे| जब कक्षा चलती उनका ध्यान कक्षा की ओर न होकर कहीं ओर ही रहता था |छात्रों में शिष्टाचार तथा अनुशासन शून्य हो गया था|

शिक्षकों ने योजना के अनुसार कार्य किया |धीरे – धीरे छात्रों का ध्यान शिक्षा की ओर लाया | पूर्व में शिक्षको को भी कठिन परिस्थिति का सामना करना पड़ा| जैसे – कार्य को पूर्ण करने के लिए समय व्यवस्थित किया गया ,समय पर कार्य करना सिखाया गया|अनुशासन का पालन करना सिखाया गया|छात्रों के जीवन में अनुशासन का होना अनिवार्य होता है ,क्योंकि एक बालक ही कल का नागरिक होता है| सफल व्यक्ति वह होता है समय के अनुसार कार्य करता है| मैं आशा करती हूँ की अभिभावक छात्रों को स्वयं कार्य करने के लिए प्रेरित करे |

स्वयं प्रबंध के द्वारा छात्रों में आत्मविश्वास आता है|आत्मविश्वासी लोग अपने जीवन को सकारात्मक तरीके से देखते हैं और वे अपने डर का सामना करते हैं|वे आत्मनिर्भर होकर कार्य को स्वयं करते हैं| वे लक्ष्य को पूर्ण करने का प्रयत्न करते हैं|नई चुनितियों को स्वीकार कर के कार्य को पूर्ण करने का प्रयत्न करते हैं |वे जीवन में सफलता की प्राप्ति कर सकते हैं|

बाग में एक ہی طرح کے پھول کھلے ہوں تو دلکشی اتنی زیادہ نہیں ہوتی جو اس چمن میں ہوتی ہے جہاں قسم قسم کے پھولوں کی آبیاری ہوتی ہے۔ یہی حال ہماری زبان اردو کا ہے۔ اسکا فن اور اسکی مٹھاس اسکی شیرینی اور لذت اپنی مثال آپ ہے۔ اردو اپنے اندر مختلف زبانوں کا لشکر لئے ہوئے ہے۔ جسمیں مختلف زبانوں کے الفاظ اور اور تہزیبوں کی جھلک نمایاں ہے۔ اردو زبان ایک ایسی زبان ہے جو اپنی انفرادیت قائم رکھتے ہوئے دوسری زبانوں اور دوسرے الفاظ کو اور دوسرے انداز کو کچھ اسطرح سمو لیتی ہے کہ لگتا ہے وہ اسی کا حصہ ہے اسکی یہی خوبی اسکا اصل حسن اور اہمیت کی عکاسی کرتی ہے اور دوسری زبانوں سے اسکو منفرد کرتی ہے۔ اردو زبان میں طنز و مزاح کا سرمایہ مختصر ہونے کے باوجود قابل قدر ہے۔ بچوں میں مزاح کی حس پیدا کرنے کے لئے ایک ناچیز سی کوشش کی گئی تھی جو مختصر مزاحیہ کہانیوں کی شکل میں منظر عام پر آئی۔ ویسے تو ظرافت کے کوئی نہ کوئی روپ کہانیوں میں شامل ہوجاتے ہیں مگر مکمل کہانی کا مزاح کے پہلو میں ہونا تخلیقی صلاحیت کا آئینہ دار ہے۔

نطق کا اعجاز ہے اردو زبان
وقت کی آواز ہے اردو زبان
جسمیں سر بین مختلف زبانوں کے
وہ انوکھا ساز ہے اردو زبان



సవాలుగా మారుతున్న తెలుగు భాష By Amina Nawaz & Pratyusha Telugu team

ఉన్నత పాఠశాలలో ద్వితీయ భాష తెలుగును అభ్యసిస్తున్న విద్యార్థులకు, ఉపాధ్యాయులకు సవాలుగా మారుతున్న తెలుగు భాషను, మా పాఠశాలలో ఒక చిన్న ప్రయత్నంగా మేము ఒక పద్ధతిని ఎంచుకున్నాము. దాని వలన అత్యధికంగా కాక పొయిన కొంత మేరకు ఫలితాన్ని ఆశించవచ్చును చిన్న ఆశ. తెలుగు భాష మాతృ భాష కాక పోవడం ఒక కారణం అయితే ఇంటి వాతావరణంలో కూడ తెలుగు మాట్లాడక పోవడం మరొక కారణం. మైనార్టీ విద్యార్థులు కావడం చేత వారికి తెలుగు భాష అర్థం కాకపోవడం ఇలా చాలా కారణాలు ఉన్నాయి.

అందుచేత తరగతి గదిలో విద్యార్థులను మూడు వర్గాలుగా విభజించి వారికి తగిన విధంగా పని తీరును, ప్రణాళికను సిద్ధం చేయడం జరుగుతుంది. మూడు వర్గాల వారికి మూడు పేర్లను పెట్టడం జరిగింది. అవి ఎరుపు వర్గం, పసుపు వర్గం, ఆకుపచ్చ వర్గం ఇలా మూడు వర్గాలుగా విభజించము తరగతి గదిలోని విద్యార్థులకు ముందుగానే విభజన చేసిన ప్రకారం ఎవరెవరు ఏ ఏ వర్గంలో ఉన్నారో వారికి తెలియ చేయుట జరుగుతుంది. దీని వలన విద్యార్థులకు, ఉపాధ్యాయులకు స్పష్టత అనేది ఉంటుంది. తెల్ల బల్లను కూడా అదే విధంగా విభజించి మొదటగా ఆకుపచ్చ వర్గం విద్యార్థులకు పనిని తెలియజేసి నిర్దేశించడం జరుగుతుంది, తరువాత పసుపు వర్గం విద్యార్థులకు తమ స్థాయికి తగిన విధంగా వివరణ ఇచ్చి పని తీరును నిర్దేశించడం జరుగుతుంది. చివరిగా ఎరుపు వర్గం విద్యార్థులకు ముందుగా ప్రారంభ దశకి సంబంధించిన వర్క్ షీట్ ను లేదా ఒక్క సారి తప్పనిసరిగా చూసుకుంటూ రాయమని చెప్పడం జరుగుతుంది దీనివలన వారికి పునశ్చరణ ప్రతి రోజు జరుగుతుంది. అంతేకాకుండా ఉపాధ్యాయురాలు ఎరుపు వర్గం విద్యార్థులకు ఎక్కువ సమయాన్ని కేటాయించడం జరుగుతుంది, వారి వద్దనే ఎక్కువ సమయం కూర్చోడం జరుగుతుంది. అదేవిధంగా ప్రతి రోజు పాఠ్యంశ విషయాలను చెప్పడం కాకుండా కొన్ని ప్రత్యేక ఆటలను ఆడించడం జరుగుతుంది.

ఉదాహరణకి విద్యార్థులకు గేయాలను నేర్పిస్తే దానికి తగినట్టుగా విద్యార్థులను సిద్ధం చేసి రైలు పెట్టెల వారి మెడలో ఒక్కొక్కరికి అక్షరాలను వేసి క్రమ వరుసలో నిలబెట్టి పాఠశాల మొత్తం ఒక చుట్టు తిప్పుకొని రావడం దాని వలన వారు సంతోషంగా ఉండడం తో పాటు కొత్త ఉత్సాహాన్ని పుంజుకుంటారు.

అదేవిధంగా విద్యార్థులకు అంకెలతో చప్పట్లు కొట్టి ఆటను వర్గాలుగా విభజించి ఆడించడం అందులో తెలుగు అంకెలను చెప్పించుకుంటు ఆడడం వారితో పాటు మనము కూర్చోని ఆడడం వలన మన చేతుల మీద కూడా వారు చప్పట్లు కొట్టడం వలన సమనత్వ భావం ఏర్పడి ఉపాధ్యాయురాలితో స్నేహపూర్వక సంబంధం ఏర్పడుతుంది.

అదే విధంగా వేరే తరగతి కి వచ్చే సరికి తెలుగులో శరీర భాగాలను మొదటగా తెలియ చేసి ఉపాధ్యాయురాలు విద్యార్థులకు ఏ భాగం పేరుని చెబితే విద్యార్థులు అందరూ ఆ భాగాన్ని స్పృశించాలి. ఉదాహరణకి కళ్ళు చెప్పగానే కళ్ళను ముట్టుకోవడం చెవులు అనగానే చెవులు ఈ విధంగా వెంట వెంటనే తాను చెబుతూ ఉంటే విద్యార్థులు అందరు వాటిని ముట్టుకోవలి దీనివలన తెలుగులో శరీర భాగాలు తెలుస్తాయి మరియు వారు ఆనందంగా ఆటను ఆడుతారు ఇలా ఒక పది నిమిషాలు ఆడించడం జరుగుతుంది . ఈ విధంగా ఆటలతో పాటు పాఠ్యంశ విషయాలను తెలుపుతూ తరగతి గదిని మార్చడం జరుగుతుంది .



Telugu Alphabets



Learning Poem in Telugu



Group Activity

Learning Technology

By Ameena Begum, ICT teacher

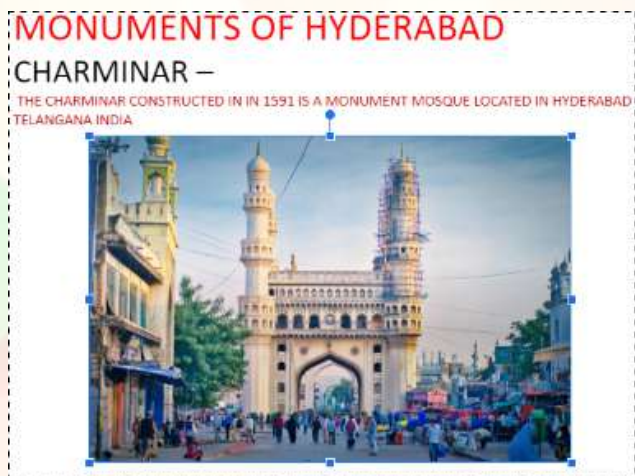
Technology is not just a tool. It can give learners a voice that they may not have had before - George Couros

Students use a set of diverse ICT tools to create, communicate, and express their knowledge and thoughts. However, the use of technology improves the quality of basic education to digital.

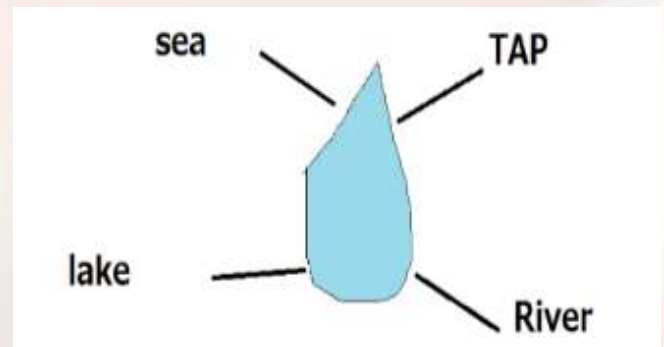
Students across grades used various ICT tools at different stages of inquiry. A few web 2.0 tools used this year were: Canva, Padlet, Tagul, Lucid chart, Typing test, Biteable and Google slides



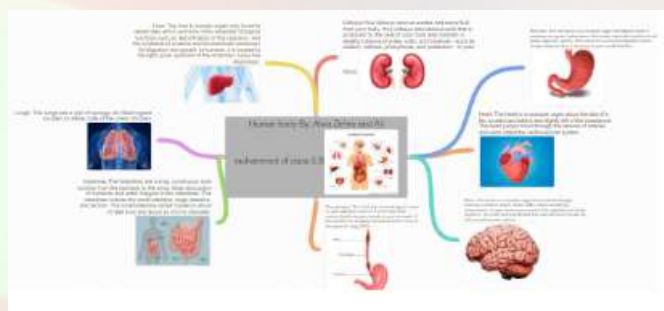
Word Art using Tagul by students of C3



Use of Word document by C2



Mind Map of sources of water by C1



Mind map on Human Body by C5



C4 using Magisto during their unit on Simple Machines

MATH

Inquiry in Math

By Arshiya Maryam, Math teacher & TL

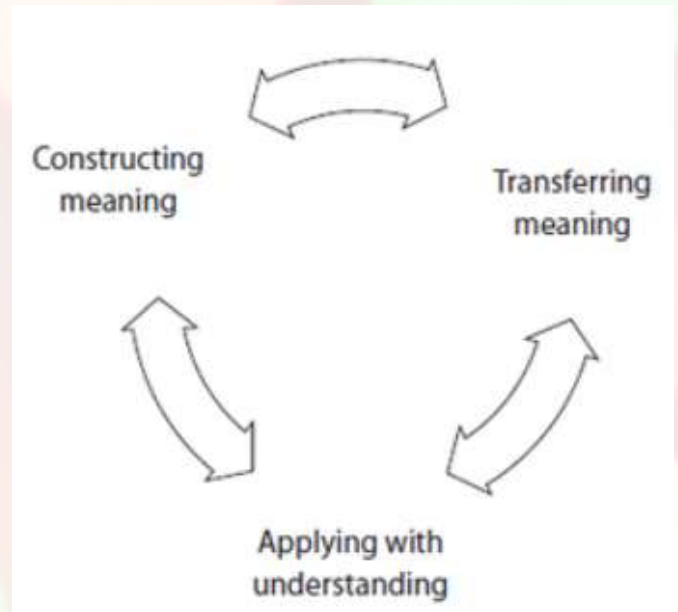
Walking through the corridor, I stopped in front of C4 and was glad to see students ready with their books, eagerly waiting for the class to start. Most numeracy educators plan excessively to make Math an interesting subject. At Focus, we follow a process in which students analyse and follow the Math Inquiry Cycle.

Children are provided with an opportunity to construct their own meaning about mathematical ideas and concepts. They are provided guidance and support to transfer their own meaning into conventional symbols, vocabulary, and algorithms. And are then given a chance to apply their understanding. These three phases are flexible. Students analyse themselves and decide which phase they stand at.

To construct their mathematical ideas, students in my class inquire and explore the topic they are going to learn. During the topic on fractions, students were given drawings of some regular and irregular polygons and were asked to divide them into two parts by drawing a line. They had to figure out which shapes were divided into equal and unequal parts. This helped students to analyse the difference and define fractions.

During the topic of Area and Perimeter, students constructed their concept of Area and Perimeter by measuring different objects and were able to find perimeter. Some students found that in a rectangular shape, instead of measuring the sides twice, they can simply double it. Through this, they came up to the formula of Perimeter and Area of square and rectangle. This helped students gain an understanding of conventional vocabulary and formulas for finding Area and Perimeter.

When a student understands how to construct the concept, transfer it into words and apply formulas, it gets easier to understand the application while solving problems. This way, we can have well rounded mathematicians who can not only 'do' Math, but also connect and 'understand' Math.



LIBRARY

Author Study

By Asma Fatima, Librarian & HoD

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” Dr. Seuss

An author study gives students the opportunity to delve deeply into an author's life and their work. Whether individually, in small groups, or as a class, students can critically evaluate an author's themes, characters, writing style and make connections between the book and their surroundings.

Author study sessions help students in many ways. These sessions:

1. Help students develop their reading skills: Author studies require lots of reading, giving students plenty of opportunities to improve their reading fluency. We at Focus use author study to individualise reading instruction by grouping students according to their reading levels.

2. Build critical thinking skills: Students learn to compare and contrast themes, analyse text and illustrations, and make connections between an author's life and his/her work.

3. Improve writing skills: Every person has an inner writer, we just need to discover that writer and inspire them to become authors themselves. This "mentoring" and students' writing responses can help students build confidence in their writing.

4. Forge a deeper attachment to books: Students often bond with "their" author, which makes reading a more personal, fulfilling experience.

5. Establish a community of readers:

Author studies help our students to form closer connections through shared reading experiences.

To make our students great authors, we decided to host a Author dress-up event. All students were asked to dress up as their favourite author and share their reasoning. Our students had an entertaining day and it was exhilarating to see students dressed up as their favourite author and speak with confidence.



Reference:

URL: <https://www.readingrockets.org/books/authorstudy/reasons>

In 2016 by Reading Rockets

The Gift of Your Presence

By Mamta Korti, Counsellor and Special Educator

Why is it important to spend quality time with your child?

- To know your child better
- To build your child's self-esteem and let them know that you care
- To deal with attention seeking behaviour and strengthen the bond

Signs that you are not spending enough quality time with your child:

Anxious children - Children struggle to cope when they feel lonely or neglected. The fear of losing their loved ones makes them emotional, anxious, and clingy.

Behaviour problems - Constant tantrums, back-talking, anger and not listening are signs that your child craves a connection with you.

Engaging in a lot of risky behaviours - Children can go to the extremes of risking their safety if they feel that is the only way to get their attention.

Faking illness - Children can fake illnesses such as tummy aches so that they can spend a day at home.

Children have a lot of curiosity among them and are always eager to know more about what they see and hear. They have a number of questions lined up in their mind. We, as parents, need to give them a lot of opportunities to express their views and thoughts and discuss various topics that come their way, so as to help them to understand the topic better. When parents spend quality time with their children, they have an opportunity to share the human values of respect, trust, affection, positivity, and the importance of having good relationships. Children then **trust** that they can talk to you about anything without being judged and that you will be there to listen, understand and guide them through tough times.

Love is the most important thing children need to thrive mentally and physically, to succeed in life. Each time you interact with your child with love, you are giving them emotional strength and security they need. One of the best ways to showcase your love for your child is not by showering them with costly gifts, but by spending time with them personally. When children have a respectful, trusting relationship with their parents, they feel confident in their abilities and have high self-esteem.

When parents spend quality time with their children, they feel good about themselves and see themselves as deserving of the respect of others and have a healthy sense of their worth. Confident children are decisive and have better coping skills. Therefore, they make better decisions regarding their physical well-being.



Health and Hygiene session for the class 5 boys by Mr. Murthuza Hussaini (Left), Health and Hygiene session for class 5 girls by Dr. Archana Cradle (Right)



Nutrition Session for class 5 Girls by Dr. Deepa (Left), Interactive Session for C5 girls, Mothers and Teachers (Right)

References:

<https://educatormomhub.squarespace.com/blog/how-to-parent-4-year-olds-who-dont-listen>

<https://educatormomhub.squarespace.com/blog/tipsforparenting4-year-oldswhotalkback>

Physical Education

Benefits of Skill Development in Physical Education

By SK Fathima Begum, PE teacher

Physical education is the development of motor skills, like gross, fine, locomotor, and manipulative skills, which help to develop body movements and healthy body posture. A regular fitness activity improves the absorption of nutrients by the body, improves the digestive process, and increases physiological processes. Participation in physical education provides a positive influence on a student's personality, character, and self-esteem. In addition, the team-building process enhances communication skills and cooperation with students of varying ethnic backgrounds and personalities. It also relieves stress, involvement in sports, recreational activities or other forms of physical fitness offer a method of stress relief.

Skills and their benefits for a healthy mind in a healthy body;

- **Locomotor Skills:** A locomotor skill is moving the body from one place to another. This helps in developing coordination and confidence. Locomotor skills include activities like running, jogging, hopping and jumping, etc.
- **Non-locomotor Skills:** Non-locomotor skills are fundamental body movements that do not incorporate traveling. They are stability skills that include movements. For instance, Bending, stretching, pushing and pulling, etc
- **Manipulative Skills:** Manipulative skills are those that involve both the body and object. Manipulative skills require an ability to handle an object or piece of equipment with control. Example include Kicking, striking and dribbling, etc.

- **Fine Motor Skills:** Fine motor skills involve the use of the smaller muscle of the hands and helps to develop hand muscle strength. Exercises like Catching, throwing and dribbling, etc builds fine motor skills.
- **Balancing Skills:** Balance is the ability to adjust and control body movement during activities such as Gymnastics, riding a bike and hopscotch, etc.

Lastly, coordination Skills such as Eye-Hand and Eye Foot Coordination also play an important role. Eye-Hand Coordination develops hands muscle and focuses on the target as ball or balloon toss, target exercises, balance exercises, etc. whereas Eye Foot Coordination develops body control and strength like Football and kicking activities etc.



Developing Eye hand Coordination (Left), Maintaining Balance & Coordination (Right)



Staying Focused on Balloons (Left), Writing Reflection on PE Activity (Right)



Aiming through the Target (Left), Building Stability Skills (Right)

Reference:

<https://www.owis.org/blog/why-is-physical-education-so-important>

EVENTS



MUN (Left), Celebrating Hindi Diwas (Right)



Celebrating Telugu Day (Left), Celebrating International Mother Language Day (Right)



Demonstrating during Math Week (Left), Celebrating Math week (Right)



Character Dress up- The Cat in the Hat (Left), Guest lecture - IMLD (Right)



Mushaira in Connection to Unit on Migration



Graduation Ceremony



Reading Marathon (Season1) (Left), Student Showing Portfolio (Right)



Student Led Conference



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