

# **MIDDLE SCHOOL YEAR END NEWSLETTER**

## **NOVEMBER 2018**

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**We trust your children had a fabulous year of learning and fun. Here is signing off with the year-end class newsletter. The year will conclude with the learning reports of your child being discussed with them and issued electronically to you thereafter. As partners with you in your child's education, we thank you for your constant support. Here is a glimpse of what was done in the final term.**

# ENGLISH

Our students have been reading about the different 'Countries around the world', a collection of nonfiction series from reading a-z website, to understand the different cultures and experiences of people around the world which is a very important part of becoming a global citizen. This theme provided an opportunity for our students to not only learn about the geography and history but also make important connections to the fast – changing world in which we live.

Morocco, Russia, South Korea, Japan, Egypt and Spain are a few countries explored so far. The students identified the country's continent, the location of a country (from the equator) using the globe, had fun discussing the celebrations and special cuisine from each country as well as its unique culture. Besides completing connected comprehension quiz and discussing key vocabulary words to understand the content, the students created posters and brochures, timeline of important events that occurred, build a model that shows an important structure in that country, planned an imaginary trip to a country and created maps.

Here is a student's perspective about this theme:



## A lesson into our English.....

During the past few classes in English, we have been reading up on a few countries. Getting to know them, a bit about their history, how they are geographically placed, and their culture and about the people who live there.

We read a booklet on the country, which is split into chapters, each talk about something different on the country, one talks about the culture, another on celebrations, and another on its early conquerors and so on.

We started a few weeks ago with Russia, then came South Korea and Morocco and the most recent is Japan.

It's fascinating how each of these countries has their own way of doing things. How each has formed itself a governing body, how things are decided, how rules are placed. It kind of makes you think that there is no one best place on the earth.

I feel like this is a good idea. It's a nice way to get to know more about other countries. And when you think of it, how much ever we know about other places, it's not quite a lot. I'm sure it's possible to get information from the internet, if you search it up, but reading it together as class makes you understand it better and realize a lot more. I feel like it makes it a lot easier to understand if you relate to it, you realize a lot more when you read it together and you end up discussing it with your classmates (it usually happens a lot during our class)and little bits of what they know and what you know come together along with this new information, which makes it so much more fascinating and fun.

- Maya

# MATHEMATICS

The children continue to make steady progress in Maths, with a mix of independent and guided learning. In addition to their online lessons and individualised math assignments, they also work in groups in our “Thinking Math” program on problems that challenge their creative and mathematical thinking as well as builds their math knowledge. Here the the student groups worked on

- 'Geometrical thinking'- seeing relationships within and between geometrical figures.
- Constructing perpendicular bisectors of sides, 60, 90, 120 degree angles with ruler and compass.
- Drawing circles, inscribing hexagons, heptagons

Working this way allows the students to observe the hidden mathematical characteristics in what they see normally, which is crucial when learning higher mathematics in high school. In addition, It stimulates the curiosity and deeper thinking towards concepts and generalisation about meaning and values.

## INQUIRY BASED LEARNING – HISTORY AND GEOGRAPHY

Since the objective IBL is to encourage children to be curious, creative and think critically, our focus for this term is using “why” and “how” to inquire, followed by learning how to plan and work through their questions, rather than on the end result of reporting and presentation.



Keeping this in mind we chose to explore a simple question: "How People Live?". Our students are getting the opportunity to learn about people from countries that they know very little about and interact with them via Skype. This inquiry will focus on people, with an opportunity to learn about their culture, their life, food habits, special holidays, clothes they wear, important historical events, weather, music, profession, etc., and anything else they wish to share.

Collaborating with their ideas, the teams framed open-ended questions to interview families (including both adults and younger members) from New Zealand, UK, USA, Singapore, Puerto Rico and Canada for their inquiry. They prepared a brief introduction describing themselves and emailed the families with their request for interviews. The positive and friendly responses from the families encouraged and motivated our students to further communicate with confidence, which they will continue to do till their inquiries are completed.

In addition to this project, the children continue free-flowing learning and discussions about their world and their surroundings. We use newspapers as a starting point to explore current happenings. We read about the Indonesian earthquake and tsunami and compared it with the devastating Asian tsunami of 2004, which many of the children, given their age, had not heard about. Recent discussions covered festivals, especially Diwali and what were some of the down sides of firecrackers and their impact on animals, people and the environment. An animal lover brought up Avni the tigress and her tragic killing. Some of the the other topics that the children have read about are: bats using echo location, the Red Planet (Mars), the discovery of Penicillin and Koko the Gorilla.

# **INQUIRY BASED LEARNING – SCIENCE**

The middle schoolers learnt about “Light” this term. They learnt about the different radiations which comprise the electromagnetic spectrum. They also learnt about the different types of light, the behaviour of light and laws of reflection.

The children have also been learning “kitchen science “. It is a completely activity-based class where the students see the practical and applied aspect of science. They have learnt the science behind lemon, marshmallows and pizza. They also watched videos about the chemistry behind the flavour and freshness of fruits and vegetables.

As in every term, this term also each student has chosen a topic of his/her interest and carried out an investigation.



**The topics in Biology that were done:**

- control and coordination, Nervous system,
- types of nervous system, Central Nervous System in detail including its
- parts and various functions, structure and function of basic unit of the Nervous System (Neuron).
- Reflex action and Reflex arc.

**The topics in Chemistry done were:**

- Physical and Chemical changes
- How rusting of iron takes place
- Crystallisation
- The students performed basic experiments on reversible and irreversible changes,

# SUSTAINABLE LIVING PROJECT

As part of the sustainable living project, students of middle and high school had an interactive session with the chef of JP Cosmos Fortune Hotels, ITC, Bangalore. Chef explained about the importance of food, food adulteration, types of adulterants used in food, how the hotel prevents adulterants being added to food by testing at the time of procurement etc. He explained to the students the importance of organic food vs chemical food and why they should be consciously consuming organically grown fruits and vegetables. He also showed interesting slides on the possible adulterants used in milk, honey, ghee, oil etc. Waste management and the hotel's method of waste segregation was also discussed. Students shared on the composting methods that they also practice in school. Chef also explained the Importance of perishable food vs non-perishable food items and shelf life of various food items was discussed. He explained the different methods employed by hotel to identify the perishable items by putting proper labels. Samples of labels was shown to the students. The concept of FIFO- (First In First Out) was discussed with them.







# ICT

The term started with preparations for Diwali. Students came up with the idea of designing Diwali cards that could be sent to their parents as an invitation. They did a great job in designing these cards. Also, our students are creating a website using Wix. There are a couple of topics which they are exploring and will give the outlook about the same once they are done with it.

# ART AND CREATIVE EXPRESSION

The term began with children working on a collaborative art project, inspired by a street artist, THANKYOUX. It involved designing cubes and helping put them together to create a beautiful mural wall art which one can't miss as you enter the school foyer.

To break the monotony of the class routine, the children played pictionary and had a great time. It was also a break from their core subject classes. It was an opportunity to witness how well they understand and work with their teammates and accept failure, support the ones who are shy to come forward and draw and not be critical of anyone's drawings if they weren't able to guess the word.



The children were given an A4 sheet with a road drawn in the center and asked to fill in whatever they wanted. Each one was unique and created differently.

The students created wonderful illusion art - some borrowed ideas from the internet and some created on their own.

As a part of diwali, the middle school children helped with decorations - that the primary students made things such as wall hangings, lanterns, diyas with concentric circles. They converted the terracotta diyas into beautifully painted ones, drew and wrote Diwali messages on scratch art sheets. Some of the primary children had coloured and designed cats. The middle school students helped paint a brick wall and night stars as the background for these cats, which looked brilliant when it all came together.





















