



ENGLISH

Seniors

– UMA NAIDU

MIDDLE SCHOOL NEWSLETTER

T E R M 2

Short stories are probably the first piece of literature that we become acquainted as young children and then move on to other forms of reading material, such as comics, novels, magazines, newspaper articles etc., as we grow older, gain more confidence and interest. The unit on 'Short stories' encouraged our students to explore and comprehend the impact on readers of a short story's structure, language choice, character development and themes. This unit promotes analyzing and comparing of a range of stories from different cultures and traditions as well as the effective way an author crafts his story.

The activities provided in different section of this unit helped students understand that though short stories can be less fully developed than a novel it is a complete narrative by itself with all the elements of a story. They learned that short story openings need to establish characters quickly and engagingly to grab reader's attention and the story ideas might differ because of cultural background or generation differences. Students were able to recognize how the writer builds the story from conflict to climax and ends with unbelievable resolution, comment on character using inference and present evidence from the text to back their point.

Besides learning about the verb tenses, prepositions and how to link paragraphs using words or phrases, the students created their own short story using all the parts of the story structure.

Juniors

– SUSHMA MURDESHWAR



Point of view

The children learnt how writers express a point of view, developing an understanding of how language can imply an opinion. They read an article where they had to read between the lines to understand what the writer's point of view is. The students had to look for the key points the writer makes and list them in order of priority.

Bias

The students were shown how writers choose language and content to influence the reader's opinion. There are times when journalists give both sides of the story - a balanced point of view and sometimes they don't. In this day and age where we are flooded with news from different types of media, it is important to be able to differentiate what is real and fake news, also whether the person who has written the article is trying to create negativity and influence you in a negative way or is he/she just stating facts.

Arguing a case

Writing to argue uses a lot of the same language techniques as biased writing. The purpose of an argument text, though, is to change the reader's opinion: to argue that the writer's opinion is the right one. They read and learnt about rhetorical questions, crushing a counter argument and writing in First person.

Grammar

> Apostrophes of possession

An apostrophe is normally used with the letter **s** to show ownership or possession.

With most singular nouns, simply add an apostrophe plus the letter **s** to do this.

Use an apostrophe + **S** ('s) to show that one person/thing owns or is a member of something.

Eg. Amy's ballet class, Lisa's car, Robert's car, Ross's room, Ross's sports teams

2. Use an apostrophe after the "s" at the end of a plural noun to show possession.

Eg. The parents' bedroom, the Smiths' lives

MATHEMATICS

Seniors

- MEGHA SURESH

Juniors

- MEGHNA AGARWAL

The children practiced this with a few exercises till they were able to understand and apply this rule correctly.

> Degrees of comparison with irregular adjectives

Since children have already learnt the common adjectives and how they change based on the degree of comparison, we focused only on irregular adjectives. A small number of adjectives are irregular in the way they make comparative and superlative forms.

Irregular adjectives use completely different forms. Some adjectives can be both regular and irregular, sometimes with a slight change in meaning.

Like: little - less - least, much - more - most, ill - worse - worst.

The topics that have already been covered are:-

Number

Rounding, Estimating, Significant figures and decimal places.

Order of operation

Algebra

Simplifying algebraic expression (addition, subtraction, multiplication and division)

Linear equations.

Laws of exponent.

Shape and Space

Parallel lines.

Area and perimeter of square, Rectangle and triangle

Sets

Types of sets.

Fractions

Percentage

Ratios

Area

Perimeter

Angles

Triangles

Introduction to probability

Mensuration

INQUIRY BASED LEARNING

(HISTORY)

- UMA NAIDU

Regular home assignments are also set on maths Buddy. Would request parents to encourage them to regularly practise the same.

Exploring the Arabian Peninsula was the theme chosen as this term project in view of the fact that the students were preparing to perform the play 'Aladdin', one of the stories from the 'Tales from the Arabian Nights'. They researched about the history and geographical feature of the place, culture and tradition, the kingdom of Saudi Arabia and its people, food and clothes, jewelry etc. and created good reports including interesting information. They investigated about the past and present of this beautiful place and why Saudi was called "the Land of the Two Holy Mosques", Al-Masjid al-Haram (in Mecca) and Al- Masjid an-Nabawi (in Medina), the two holiest places considered by Islam followers.

Here is Aathrv's feedback about this project.

I loved putting together a report about the Arab country and we got to know more about that place, its rich culture, history and climatic conditions. I really loved the history of the Arab country, knowing about all the kings and how the tribes were living. This project was really fun and I think it's always a good experience to learn and gain information about other countries.

INQUIRY BASED LEARNING

(SCIENCE)

- VEENA

Term 2, the senior middle school children are learning about different types of chemical reactions. They learnt combustion reaction and the effects of the products of combustion on the environment. They learnt how acids react with different substances. As a part of life science, they are learning about hormones and chemical coordination in human body.

The junior middle school children have learnt atomic model, interconversion of physical states of matter, how to predict the physical state of a substance at a given temperature. They also learnt levels of living organisation and the cell structure of microbes and other living organisms.

The children from both groups were assigned to make a booklet on their topic of interest. They had chosen

SUSTAINABLE LIVING PROJECT

- SUNITA



topics like climate change, rocket fuel, atmosphere on different planets, edible salts and different types of stars. The children discussed and exchanged views on those topics.

The children are working on making awareness posters as a part of their next assignment. They have chosen the topics Avoid plastics, Bad fishing nets, Dengue, Cycle more, Go vegan, Save water, Deforestation.

Middle School Project-July to September, 2019 - Mosquito Prevention at Buddhi School

We all know how harmful Mosquitoes are to humanity. **Diseases transmitted by mosquitoes** include malaria, dengue, West Nile virus, chikungunya, yellow fever, filariasis to name a few. It is thus very important that school premises should be kept free of these mosquitoes to ensure a safe and healthy environment for children. However we wanted to do it in a sustainable way (no chemical fogging, spraying or use of chemical fused lights). One of our parents, Ms Anjana Iyer, had shared her experience of successfully trapping these mosquitoes and curbing their further breeding without the use of chemicals. After few interactions with her at school, we decided to visit her home where they had successfully done this at the community level. In order to engage fully with the project it was very important that the students know a bit more about Mosquitoes - life cycle, diseases, breeding grounds and why preventing them is important. Classroom interactions were enabled through worksheets and posters to empower the children with this knowledge as it is very important that they know the “why” of “what” they are doing. Once they were ready with the knowledge they then started questioning and this is when we arranged for the middle school students to visit Ms Anjana’s premises, to have further understanding of the process. She explained to them about the mosquito traps which could be installed in school. That it works on LED light and is only used at night -day mosquitoes are trapped at night. The next was to check how to prevent these mosquitoes from breeding. Pellets were to be put in the drains in and around the school to prevent the breeding of mosquitoes. Cold fogging to be done in the garden area where the leaves and plants were to be sprayed with chemical free bio solution, to prevent mosquitoes from sitting on leaves/laying eggs. Following the visit we installed Mosquito traps at all significant areas in the school including classrooms and rest rooms. We have

been able to successfully trap mosquitoes in the school and this is an ongoing activity that will be handed over to the facility staff to maintain at the end of this school year.



SECOND LANGUAGE

(HINDI)

- SHUBHA



We revised 'swara' and 'vyanjan'. I introduced them to 'Matras : /e/, /ai/, /o/, /ou/, short /oo/ and /oo/. They learnt two and three letter words, days of the week and learned to match word with the correct picture. The children were introduced to words of greeting like - 'namaste', 'suprabhat' and 'dhanyavad'.

FOREIGN LANGUAGE

(FRENCH)

- CHETANA

During the second term, the discussed topic was “ **La maison**”. Students learnt vocabulary relating to home and furniture. Our discussion sessions were centered around describing their home and their room.

In grammar we learnt about “Prepositions de lieu” (prepositions of places). Children were able to frame sentences using the new grammar to describe their room, including specifics about the furniture in their room and where they are placed.

They further learnt to conjugate “er” verbs and frame sentences using the same. Additionally they were also introduced to some irregular verbs like “avoir”.

ICT

- LOVELY

This term we started with creating advertisements and backdrops for the annual production, Aladdin. They used advertisements using Canva. Canva is a simplified graphic design tool website.

It uses a drag-and-drop format and provides access to photographs, vector images, graphics and fonts. Students did a fantastic job.

THEATRE

- RUPA BHATTACHARYA

This term, in their theatre class, the middlers focussed on our annual production, Aladdin. The students were excited about it as this time it was left to them to decide the play. After a lot of research on scripts, storylines and characters, the children zeroed in on Aladdin.

The fun-filled process of selecting characters for the play started with a formal audition for the lead characters. The children, putting in all their efforts and leveraging their skills and knowhow, auditioned confidently for the respective characters that they were interested in. They worked hand in hand with the teachers to direct the play. Showing excellent teamwork, they worked with each other to improvise on dialogue delivery and body language. As it was a musical, the children also trained in vocals and left no stone unturned to make the musical a big success.

ART AND CREATIVE EXPRESSION

- SUSHMA



During the rehearsals, the children understood the importance of props in the play and came up with innovative ideas to make certain props. They wholeheartedly helped their teachers in making the big props. They also took the initiative to choreograph certain songs, working in tandem with primary and high school children. During costume designing, the children gave suggestions for their costumes and helped each other to design the costumes.

During the making of Aladdin, the middle school children tried their hands on almost every element of a play, right from direction to choreography, designing costumes, training for vocals and making props. This overall learning experience will help them to go a long way towards any creative production!!!

MULTIPLICATION ART

Each student was given a page of one-inch graph paper and asked to write out a one digit by one digit multiplication problem with a two digit answer. I told them to choose one that's hard for them to remember, or their favorite one. They then repeated that problem seven times, dropping down and over one square for 4 times, then down and back a square three times, making them into interlocking tessellation shapes:

After they had drawn it all out in pencil, they chose ONE colour of fine-tip marker to trace it with, then use coloured pencils to colour. The colouring is a bit of a challenge for them, because they need to **forget that they're numbers** and **only look at the space**. They then coloured it in patterns/designs to make it visually interesting and play with people's minds ('math? I don't see any math!')

It's was an awesome lesson that really challenges their thinking.



PAPER BAGS

Each student was given a paper bag to design for our online store. Each of them made some interesting designs. Some of them used just a back marker, while some were brightly coloured images. These beautiful bags were made for the online store.



SANDPAPER ART

Each student was given sandpaper and asked to draw a design with plastic crayons and colour it. Caution was given that once you draw on sandpaper, it cannot be erased. Since the sandpaper was a dark maroon or a black one, preferably they were recommended to use the bright colours. They were very careful as they couldn't use an eraser. Each of them produced brightly coloured artwork.



ALADDIN

This term we had our play, Aladdin coming up and we had a long list of props to be made and the middle school students helped tremendously in making them. We had 110 invitations to be made and we need all hands on the deck. Our middle school students would walk in to the art room as and when they were free to help complete these beautiful invites.

Neelanjana and Ishita helped with painting the Cave. Yashodhara, Maya, Athrav and Jaisimha helped with making treasure chest. Yashodhara and Maya converted a huge barrel into a top hat for Vishak to pop out of it during the 'One Jump' song. Yashodhara - made her own genie bracelet and band for her hair. One of the pagoda was made by Kanchan from middle school.

