



MIDDLE SCHOOL NEWSLETTER TERM 3

ENGLISH

Seniors

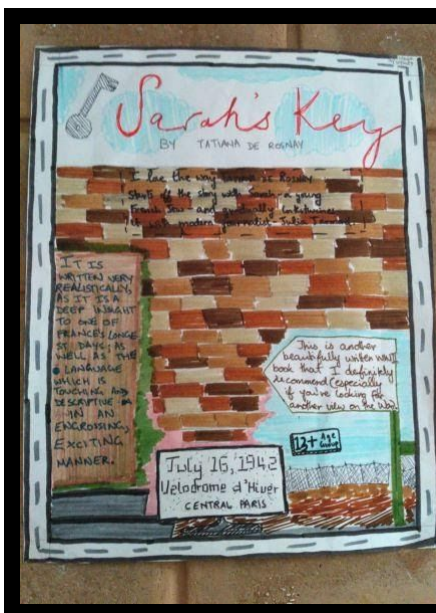
– UMA NAIDU

The focus for this term had been on expanding their writing skills, different genres, in addition to reading comprehension. Students were provided short texts, passages for reading and encouraged to answer various skill related questions (direct as well as inferential questions, comparison of texts, identifying key vocabulary, grammar etc.) and connected report writing. Besides short story, personal narrative, book review (opinion on the novel) our students created a report on an imaginary safari park that had opened near their city or town. They were given specific criteria to include; specific details on the unusual wildlife to be seen in the park, visitor attractions (cafeteria, souvenir shops, and auditorium), reviews from park visitors and advice for first-time visitors and also quotation from the park manager or other members of the staff.

A major attraction for our students was the 'film making' activity. They were encouraged to visit all classrooms and shoot small clippings (video) on various activities across all grade levels / classes to exhibit the learning approach followed in Buddhi. After compiling the film they will be working on the script.

Attached here is an analysis of a novel from one of our students.

'The Book Thief' is a story depicting a strong tone and moral, how even in the darkest of times, in



times of war and loss, you can find a shimmer of light.

The author, Markus Zusak used many unique literary techniques, mainly to give a serious and mournful tone. An interesting technique used was making Death the narrator, to further darken and intensify the plot.

In my personal opinion of the book, the style of the narrator was the biggest page-turner; Death gave a depressing and judgmental aura, which made it far more interesting for me. It was narrated with a broad variety of techniques, ones such as personification, symbolism, and the use of metaphorical phrases. It often used a poetic method where they compared opposites; I don't actually know the name of this device. Throughout the story, the constant in narration turned out to be that they used a lot of diction, the story had some subtle information and details, but otherwise it was very clear, accent less if I can say so.

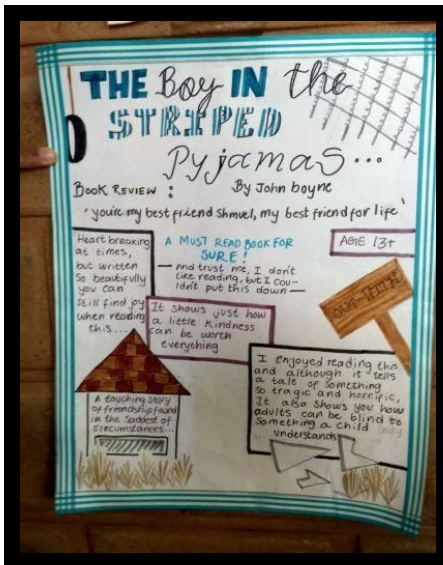
The plot and story itself weren't the most intriguing, interesting but not intriguing. It had a unique writing style, very different from books I generally read; I would rate the book 7/10 for its individuality and dark but slightly hopeful tone.

Manav

This is a report created on an imaginary animal Safari by Anishi

In the outskirts of Jalhalbar, covering an impressive 2452 km lies the magnificent Halibur Park. The park is among the most unusual safari parks on Earth. Boasting diverse wildlife; from rare and almost extinct birds and bees to magnificent land mammals, such giraffes, lions and a settlement of Bengali tigers.

What makes this park unusual is the method visitors use to tour the park. For a sum of 600 rupees, visitors are guided to gigantic hot air balloons filled with up to 8 people who observe the frolicking wildlife, high in the sky using a pair of binoculars!



The ride lasts for up to 3 hours in which they visit 3 different areas of the reserve. The grasslands come first, then the hilly regions and finally the riverbanks. There are several facilities for the visitors such as cafes which possess aromatic coffee and delicious crumbly brownies, a bird sanctuary which is used to breed rare and exotic species of birds that are facing extinction and finally a swampy marsh area filled with different types of reptiles which extends 23 km.

Because of its popularity the park remains filled with visitors for most of the year especially summer as the wildlife is in full swing. The park's staff's advice for visitors is, "The best time to visit is between 5 am to 7 am on weekdays and 4:30 to 5:15 on weekends".

One visitor describes their experience as, "It was absolutely captivating and breathtaking, one will always feel at harmony with nature as long as they step into the park, it was a thrilling experience which I will never forget".

Premi Mithras, one of the park's managers describes the ultimate goal of the facility, "The Park's goal is to increase the movement of wildlife conservation and allow people to observe wild animals in their natural habitat without disturbing them"

(What if we really could build such a unique, one of a kind Park and experience the beauty of the wildlife reserve...)

Juniors

– SUSHMA MURDESHWAR

We began the term with descriptive writing combined with persuasive writing in the form of a letter where the children were asked to describe a place which they were fascinated with and persuade me to visit that place through a letter.

The children did a few worksheets which helped them practice the skills of comparing and contrasting with text, increasing understanding of the topic. It also helped them determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.



They read informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. They read short excerpts which was on the same topic but worded differently and they were asked to pick the words that twisted the same explanation into a different meaning - words like; although, however, but ...

We went on to learning about the pros and cons when reading an article. In today's world there is so much information provided through various media; television, internet and whatsapp. It is important for students to differentiate what is real and not, to be able to understand what is fact and opinion. The objective through the pros and cons lesson was to recognise the characteristics of a pro/con composition by focusing on one main issue, presenting both sides of an issue and offering reasons that support each side of an issue. They were asked to identify the structure and traits of good writing. They wrote a pro/con composition on whether Homework is good or bad?

They had home assignments related to grammar and vocabulary which were, more practice sheets.

MATHEMATICS

Seniors

- MEGHA SURESH

The topics that have already been covered are:

Algebra

- 1)Indices ---Laws of indices.
- 2)Algebraic representation and manipulation----
Expanding brackets, simple factorising by taking common factor, substitution.
- 3) Linear Equations.

Shape and Space

Juniors

- **MEGHNA AGARWAL**

- 1) Polygon ---Regular and irregular polygons.
Sum of the interior angles of a polygon,
Sum of the exterior angles of a polygon.
- 2) parallel lines----Angles formed in Parallel lines
- 3)Quadrilateral-- Square, Rectangle,
parallelogram, rhombus, trapezium, kite.
Properties of quadrilaterals.

We have revised all the concepts covered in last term. We have also covered following topics

Time
Mass
Area
Planes and shapes
Graphs and data
Probability

Regular home assignments are set on math Buddy and would request parents to encourage them to regularly practice the same. Revision of previous topics will help them recall concepts and solve problems with greater accuracy.

INQUIRY BASED LEARNING

(HISTORY)

- **UMA NAIDU**



The theme chosen for this term was to explore 'the experiences of different community of people, who were directly or indirectly, affected by the World War II. To understand this, our students chose to read different novels (The Boy in Striped Pyjamas, Sarah's Key, War Horse, The Book Thief and Diary of Anne Frank) which were set in different countries France, England, Germany, Auschwitz and Holland. They watched movies, documentary film and read article which contained some unthinkable images & photographs taken by the person who visited the death camp in Auschwitz and had insightful discussions on their thoughts and to better understand 'why did world war happen?'

Our visiting expert, Rajani Prakash Naik, a recent graduate of the M.A. in Educational Sciences program at the University of Jyväskylä, Finland, conducted workshop on the importance of 'democracy and freedom' connecting to the IBL theme and discussed in detail about the various



'governances' we have around the world (Monarchy, Democracy, Anarchy etc.). Our students though shocked and overwhelmed by what had happened during and after the war, were totally involved in the discussions and shared their reflection confidently.

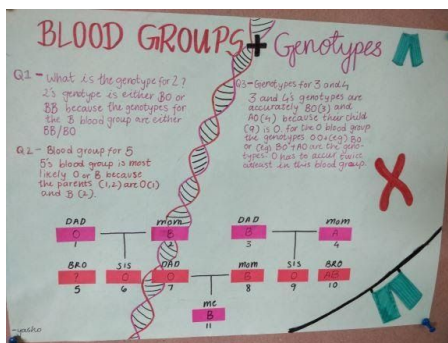


INQUIRY BASED LEARNING

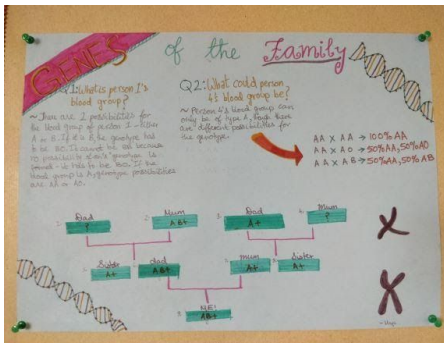
(SCIENCE)

- VEENA

This term the children are learning genetics and variation. They learnt the structure of DNA and extracted DNA from fruits. They also learnt how certain characteristics are inherited in the family. They have solved many case studies based on codominance and complete dominance. They are doing a project on family pedigree of blood groups wherein they find the genotypes of all members and predict the blood group of a member if it is unknown.



The children also learnt the fundamentals of chemical bonding. They have solved many ionic puzzles and worked out the formula for ionic compounds. They learnt about covalent and metallic bonding and have made models of covalent structures. They are also learning to calculate relative atomic mass, relative formula mass and empirical formula of compounds.



The junior group learnt the structure and features of bacteria, fungi and protocista. They had an extended learning on atomic structure, acids and bases and now are being introduced to basic calculations in chemistry.



SUSTAINABLE LIVING PROJECT

- SUNITA



Project Work at Buddhi is a learning experience which aims to provide students with the opportunity to actively explore real-world challenges and problems. This term our students focused on completion of the Mosquito prevention project and Harnessing Solar Energy in School.

Activities: The mosquito prevention project which is an ongoing project of the school was discussed at length in the class- the students discussed their perceptions, ideas and also shared new insights on the project.

Apprising the Senior Middle school students: As the school comes to an end this academic year, the middle school students introduced this project to the Senior Primary students who would be now taking up the project. Responsibilities were shared and method was also discussed with them.

Harnessing Solar Energy in school:

Solar Energy as we all know is a very good source of renewable energy. We decided to harness this energy for the power usage in our school. The idea was discussed with the students and few videos were shown on the use of solar energy and how solar energy can be captured through solar panels, use for school purpose, use of excess energy which is captured. We intend to arrange a students' interaction with the vendor of solar panel to have an understanding of the procedure involved in its working.



SECOND

This term we focused on the oral and comprehensive skills of the language. Hindi short

LANGUAGE

(HINDI)

- SHUBHA

stories, motivational videos and movies were shown in the class. Learners were asked questions during the viewing of the movies and videos so that they can relate and comprehend the context fully. Learners enjoyed these classes and were curious about the stories which helped them to learn many new words of Hindi. At the end they were asked to summarize the story and they all were able to converse in Hindi about the movies and videos using simple sentences of Hindi with the scaffolding provided by the facilitator.

In the video "Koshish karne waalon kisi haar nahi hoti" they were asked to depict the hurdles of their life, they expressed their emotions through pictures and posters. It was an enriching term.

FOREIGN LANGUAGE

(FRENCH)

- CHETANA

This term our learning was on "La nourriture" (food and drinks). Students loved discussing French vocabulary on food and French cuisine. We learnt how to express our likes and dislikes in food and what our everyday meals comprise of. We did some listening activity, where we listened to French dialogue at a restaurant. Influenced by the listening exercise we later created our own dialogue thereby improving oral skills.

Three groups of children worked on assignments about topics like "Fromage, Vin and fête de Noel en France" (Cheese, Wine and Christmas feast in France). This assignment created a great deal of interest, students researched about the various kinds of cheese and wine and the region of their origin. It was some yummy learning!

ICT

- LOVELY

This term student started with Poster Making for Annual Production which were displayed on the day of the "production". Canva graphic design tool was used for designing the posters.

Students started the next assignment with MS Excel. This helped students to learn features in MS Excel. Calculations using formula and graphing tools.

Mail Merge was introduced this term... Students learned combining mail and letters and pre-addressed envelopes. Mail Merge is a powerful tool for writing letters or Email to many people at the same time. Students will be ending the term by creating website using Web node

ART AND CREATIVE EXPRESSION

- SUSHMA

We began the term by creating African masks. After seeing a picture of African masks, the middle school students made some amazing observations - both sides of the face are symmetrical, use of only shapes, dual colours. Each one was unique and beautifully painted, capturing the essence of the true African masks. Some of them experimented by mixing colours until they got the exact shade they had visualized.

Each of the students got a white bag to paint on. Some of them chose to draw a picture and paint it based on what they had imagined and some looked up a picture on the internet and gave it a personal touch by working with paints to shade the picture using acrylic colours.

[These bags will soon be up for sale on our website. Be the early bird and get yourself a bag ...]

We went on to introducing the students to canvas painting using oil paints. Each of them tried at different paintings and were quite good even though they were using it for the first time. They seemed comfortable using oil paints. They even tried their hand at abstract oil painting.

They wrote and coloured their folders differently. Each of them did a different design on it - gingham style, car, caterpillar, doodling, brightly coloured boxes. These were personalized and unique - use of free style drawing and colouring.

Alongside this, there were a few students who were a part of the Art Project where they painted a pillar in the foyer area - which is painted in rainbow colours and beautifully merged and doodling all around it. It is one of the main attractions when you enter the school. Remind



