

The Speaking Woods

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Principal Desk

Dear Parents,

Greetings from Smrti Academy!

With vaccination going on in full swing and COVID-19 appropriate behaviour generally being complied with, my dream of classes happening on the campus may turn out to be sooner than we think. It would be a pleasure to experience the brand-new campus humming with activity with children all around, pursuing learning in an ideal environment. The school management has been innovative in designing the campus and have toiled very hard to complete the construction of the new campus despite the pandemic.

I am very happy to inform you that the Pre-primary Montessori and the Elementary Montessori rooms are ready. The state of art library with modern learning pedagogy in mind would turn out to be a happy hunting ground for children. It is meant for the present generation with all their requirements in mind. In a knowledge-based world they have to be the best is our mission.

As we enter March, we start thinking of the Annual Exams. The efforts have gone in consistently for the whole year; hence, the portions are on the verge of completion with ease. Portions for Term 2 shall be shared with you by 10th March and time table by the first week of April. Grade 1 exams will be conducted in the first week of April. All the details will be shared on CoolG.

It is also time to applaud the efforts of our students and teachers for handling the projects on 'Uttarakhand' with utmost ease. I loved reviewing the projects of all the classes, that speak volumes about their hidden talent, passion to learn new things and the amount of hard work that has gone into it. The level of creativity is certainly praiseworthy.

Last, but not the least. I sincerely thank all the parents for their unprecedented support in these difficult times, for making our journey at Smrti smooth and joyful.

Regards
Lily Sahay, Principal.

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Upcoming Events and Competitions

Maha Shivaratri – 11/03/2021

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Highlights for the month of February

Grade 1

Montessori sessions

Children dwelled into the “World of Geometry” during February. A rich geometry curriculum is the unique strength of the Montessori Elementary Program.

Dr. Montessori discovered that young children are fully capable, and in fact developmentally primed, to learn subjects that have traditionally been reserved for older children. Children experience geometrical shapes right from a very young age through the grills of windows, the fan above, microwave ovens, tables, pencil box, shape of the face etc. Children in the first plane (3 to 6 years old) are not interested in the whys, but our children, as you would have noticed, are not willing to settle with answers that do not satisfy their reasoning mind. We are able to distinctly see that our children have begun to take baby steps towards the world of abstract learning.

Our geometry lessons are a very powerful tool in the hands of the children to help them move steadily in this direction. It prepares the mind to act rather than receive and arouses interest that is always refreshing. The origins of geometry are useful; to help children make connections between geometry and history and the need to invent a science like this. The Geometry kit provided by us helped children to have hands on experiences. In fact, it gave them scope for some amazing self – explorations around the topics offered.

PAS 4 activities – Uttarakhand

“Ek Bharat, Shrestha Bharat” programme launched to foster national integration through pairing of states gave our children an opportunity to learn in detail about the state “Uttarakhand” during the month of Feb’21. Grade 1 children learnt about the flowers of Uttarakhand and came up with creative projects in various subjects such as English, Hindi, EVS, Art and Computer. Children learnt new vocabulary, understood the medicinal properties and beauty of flowers in Uttarakhand. They learnt to draw the Brahmakamal and enjoyed expressing their imagination about the valley of flowers through the paint tool in Computers. Apart

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from developing self-confidence, communication, creativity and critical thinking skills, these activities encourage our students to be responsible citizens and also promote the spirit of national integration.

Grade 2 to 4

Grade 2

Children of Grade 2 had the topic “Wildlife Animals in Uttarakhand” as their PAS4 activity. They had story telling sessions in Hindi on wildlife animals and an online quiz was conducted based on the narration of the story. It helped them improve their listening skills and also their vocabulary in learning names of animals in Hindi. They were also asked to google few interesting facts and note it in a notepad. This activity enabled them to enhance their typing skills and the easy way to record or edit a notepad using keyboard shortcuts.

As part of a regular academic session, grade 2 students had an activity in English using puppets. They made different types of puppets like stick puppets, glove puppets and shadow puppets. They became a storyteller by giving their puppets a name and spoke about them with fluency, clarity and confidence. They also made flash cards of maatras in Hindi and combined them to make a matra-ladi. This activity was integrated with art which made language learning more interesting.

Grade 3

The Uttarakhand project for our 3rd graders was to gather information on different “Musical instruments used in Uttarakhand”. Children did an oral presentation and chart preparation by drawing and colouring any one of the musical instruments used in Uttarakhand and presented them to their classmates. This activity helped them not only to gain confidence but also to develop their vocabulary in English as well as Hindi as their second language. Children also used PowerPoint to present Uttarakhand’s musical instruments. This activity allowed them to learn about technology and integrate it into other topics and at the same time learn the various tools available in PowerPoint like giving transitions to slides or animations to a text or form to impress the audience.

Grade 4

An activity was conducted to learn about the food of the people of Uttarakhand. The expected learning outcome of the activity was to know about the different food that the people of Uttarakhand eat and also to learn how these dishes are made and express

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themselves through the language. Classroom discussions led to children preparing a list of ten dishes of Uttarakhand. They were then instructed to find out the recipe of 2 of these dishes and note it down in their notebooks. Finally, they prepared a chart for the recipe of one of the dishes with colorful pictures.

Children have learnt about energy and its types. In this activity they showed the transformation of energy from one form to another form using waste materials. This project helped the children to grasp the concept very well.

Grade 5 to 7

Grade 5

PAS 4 activities were conducted around the topic “State for Uttarakhand”. The theme chosen for Grade 5 to work with was “Tourist places of Uttarakhand”. The activity chosen for the subject EVS was “Mapwork”, marking the tourist places on an outline map of Uttarakhand. The expected learning outcome of the activity was to learn about the tourist places in Uttarakhand and also to learn marking places and boundaries on an outline map. The children were able to identify the 13 districts of Uttarakhand and the tourist places in each of these districts and mark them on an outline map of Uttarakhand. Some of the milestones of this activity were identifying the political map of Uttarakhand, getting a political outline map of Uttarakhand, marking the state and the district boundaries, identification and colour-coding of different districts, identification and marking of different places in each of these districts, using a legend.

The activity chosen for the Hindi as second language was to prepare a travel brochure for any one of the tourist places of Uttarakhand. The expected learning outcome of the activity was to learn making travel brochure. Children were able to make travel brochures for the cities Nainital and Dehradun in Hindi. The milestones of the activity were, discussion on tourist places of Uttarakhand, choosing a place for making the travel brochure for, finding relevant data and information, discussion on do’s and don’ts of brochure making, putting together the collected information in the form of the brochure, making the brochure presentable by supplementing it with pictures.

The activity chosen for Hindi as third language was to make a collage of pictures of the tourist places of Uttarakhand. The expected learning outcome of the activity was to learn to write the name of the state by learning the letters that form it and identify tourist places of Uttarakhand. Children were able to learn letters that are used to write the name of the state- Uttarakhand and make a collage of pictures of tourist places of Uttarakhand, after identifying each of them. The milestones of the activity were, learning

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letters used in writing Uttarakhand, learning to write the name of the state - Uttarakhand, identifying tourist places in the state, collecting pictures of those places, making a collage of those pictures after writing down the name of the state in the centre of the chart paper.

Grade 6

In Grade 6, for the subject Social studies, the theme chosen for the Uttarakhand activity for PAS 4 was “Occupations of the people of Uttarakhand”. The ELO of the activity was to learn about the various occupations of the people of Uttarakhand. The LO of the activity was that children were able to collect data about the various occupations of the people of Uttarakhand and present it in the form of Powerpoint presentations. The milestones of the activity were, finding out about the various occupations of the people of Uttarakhand, analyzing the data gathered, making a PowerPoint presentation based on the collected data and presenting the PPT in the class.

As part of PAS4 activity, Grade 6 students wrote an article on any one of the occupations of the people of Uttarakhand in English and in Math, they represented the occupations using pictographs, bar graphs and pie-charts. The students learnt how to work as a team, collect data and collaborate it in order to produce the final result.

In addition to the above, the students have used art as a medium (drawing/ painting/ model-making) to depict a natural disaster based on the topic Science (L-10: Natural Disasters in India). For Math, a discussion was held on how to compare two ratios if their antecedents are equal. For Hindi, children needed to collect and present information about any one occupation followed by the people of Uttarakhand. The objective was to know about the various occupations and learn to give respect to each occupation.

Grade 7

As part of PAS4 activity in English, Students of grade 7 made a poster and wrote a slogan to conserve the water resources of Uttarakhand. For Math, they represented the different water resources and their allocations using bar graphs and pie-charts. In addition to the above, the students made a collage on the contributions of ancient Indians based on the topic Science (L-10: The Television) in English. They determined which mathematical operation was used in some given linear equations for a given solution and also identified the mistakes in some statements justifying their answers. The activity on “Water resources of Uttarakhand” in Social studies emphasized children to learn about the rivers that flows in Uttarakhand and the learning outcome of the activity was that children were able to collect data about various rivers of Uttarakhand and present it in the form of a fact file. The children

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were also able to submit a detailed report about the rivers Mandakini and Alaknanda. The milestones of the activity were, finding out about the various rivers of Uttarakhand, collecting facts about the rivers, collating data in the form of a fact file, doing a detailed research on the rivers Alaknanda and Mandakini and submitting a detailed report.

The students were explained what electricity is, how it is produced, and what will happen if we run out of it. They could identify the essential components of an electric circuit and understand their functions. The learning outcome was the students were able to build their own open and closed circuits and compare simple circuits with a focus on how connections are made. After this activity, they understood why a closed circuit is required for any electrical device to operate. They also learnt the transformations of energy that occurs in the circuit. In Hindi, children needed to collect and present information about any one water resource and write a paragraph on water resources. This activity helped them to connect with science and to understand the importance of water and preserve the resource.

Smrti Team take the COVID-19 Test

As schools prepare to open their gates for physical classes, as a first step, all teaching and non-teaching staff of Smrti Academy underwent the RT-PCR test for Covid 19. This is in line with the SOP provided by the State Government. The test samples were taken by BBMP officials at our School and results came to each one of us over the mobile. BBMP Officials did a splendid job of maintaining social distancing, etc in line with the SOP.

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Students' Corner

Friends from the Vegetable Patch

Lulu and Lola were two spinach plants who were born on the same vegetable patch. They had been friends all their lives. Together they had endured terrible frosts, snowstorms and scorching hot summer days. Through it all they had always supported each other, looking forward to the time every spinach plant dreams of: the moment they are served on a child's dinner plate, the moment they get to pass on all their gathered strength.

When harvest time arrived, Lulu and Lola were happy at being sent together to the spinach preparation factory, and then on to the packaging company and to the supermarket. At the supermarket they sat together, displayed on one of the very best shelves. They were both excited to see ladies passing by with their baskets. They were especially thrilled when any lady with a child came nearby. A whole day passed without anyone showing any interest in them, but just before closing time, a lady walked too close to their shelf, and without realising, knocked Lulu off the shelf. Lulu fell to the floor, right in front of the lady, and the lady's foot kicked Lulu under the stack of shelves.

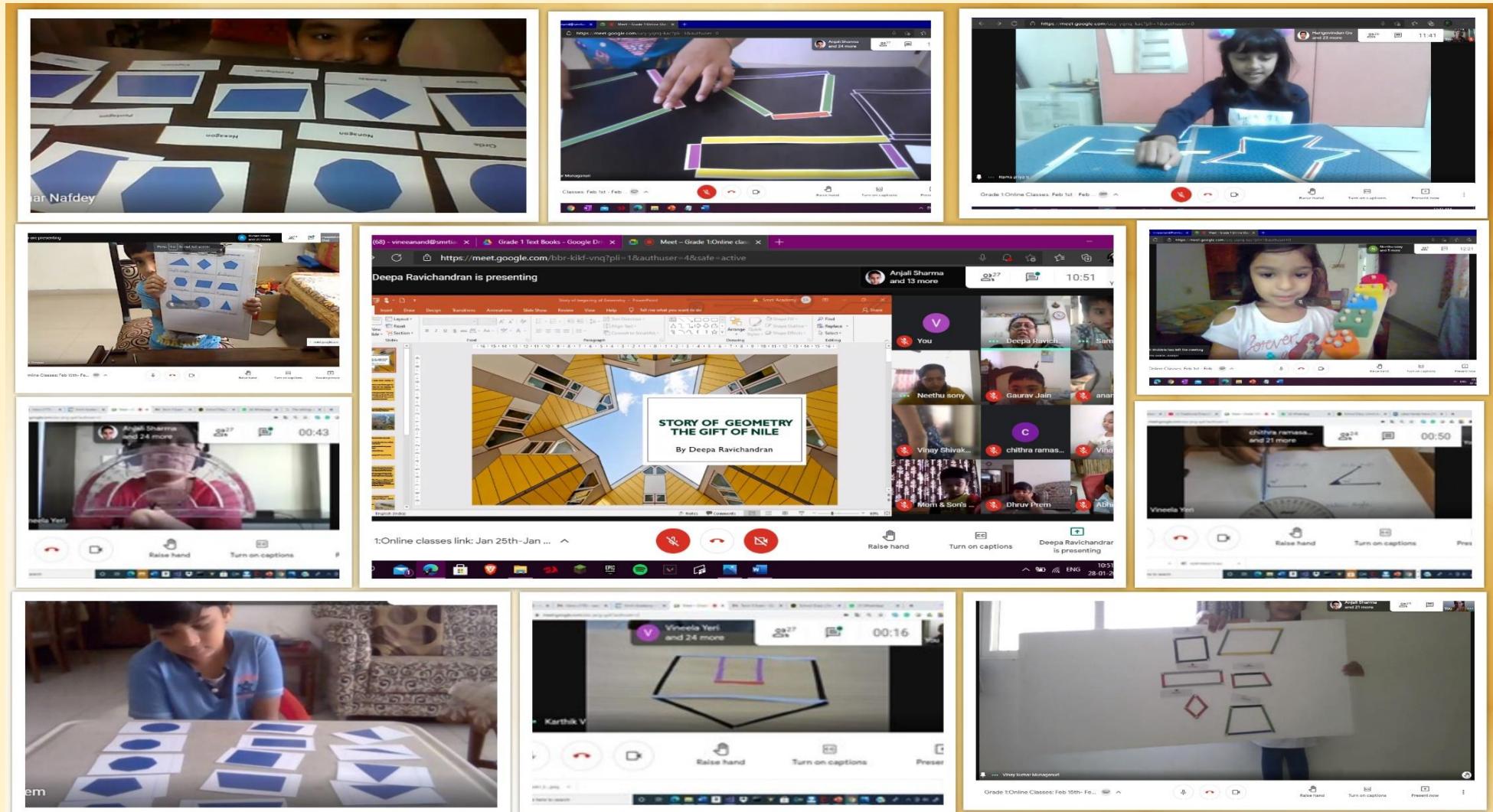
No one realised what had happened, and Lulu spent the whole night crying, knowing that she would be left under the shelves until she moulded away. Lola, very upset, regretted her friend's bad luck, but was unable to do anything. The next day, a lady with an adorable little boy seemed like she was going to buy Lola, but this did not cheer Lola up. She was thinking about her poor friend. In what was both a moment of madness and a moment of true friendship, she made one last attempt to help her lifelong friend. Just as the boy was about to grab Lola from the shelf, Lola threw herself to the floor and rolled under the shelves, ending up next to Lulu. The boy, surprised and amused, bent down and, without knowing it, picked up both Lulu and Lola.

Lola ended up with a pair of broken stalks, but it was a price worth paying to save her friend. And some hours later, sitting on a plate at Lulu's side, she felt like the happiest piece of spinach in the world, for managing to fulfil her dream alongside her best friend.



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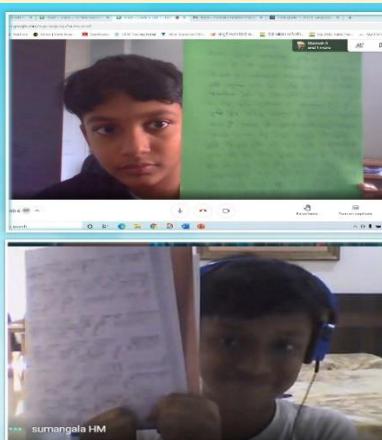
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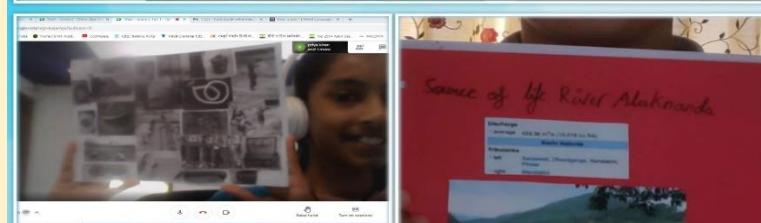
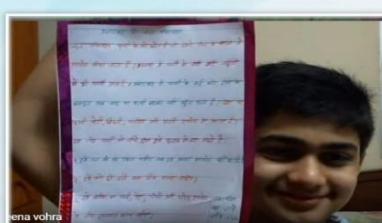


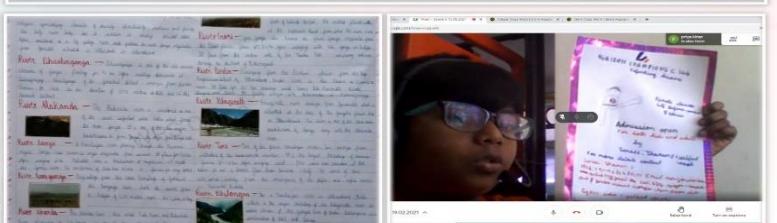
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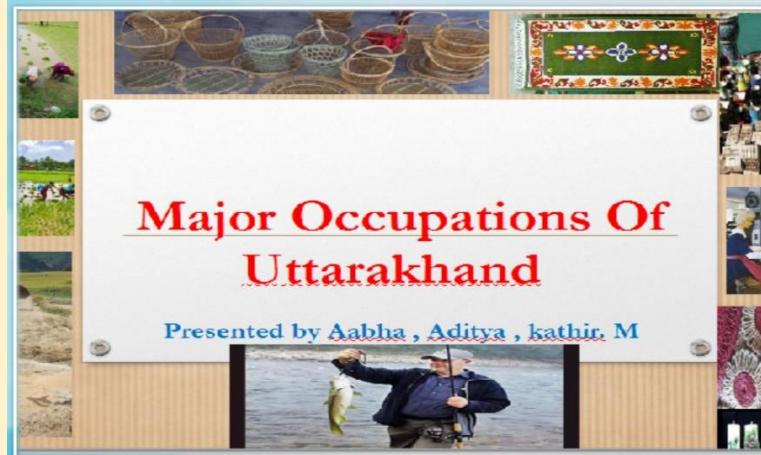





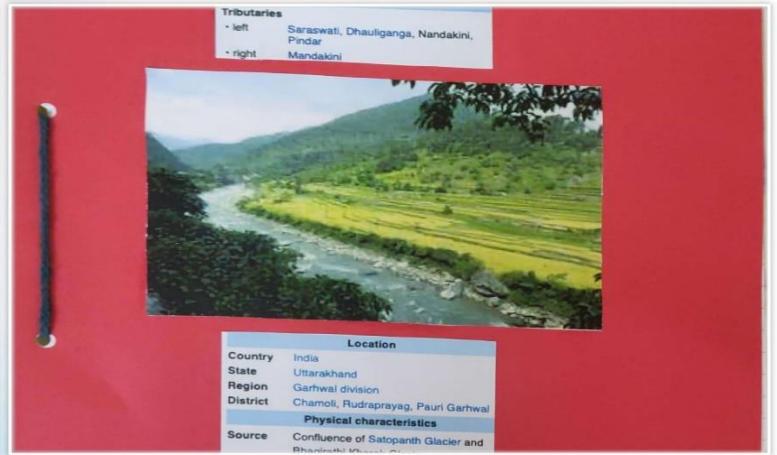
Handicrafts of Uttarakhand





Major Occupations Of Uttarakhand
Presented by Aabha , Aditya , kathir. M



Country	India
State	Uttarakhand
Region	Garhwal division
District	Chamoli, Rudraprayag, Pauri Garhwal
Physical characteristics	
Source	Confluence of Satopanth Glacier and Bhagirathi River

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