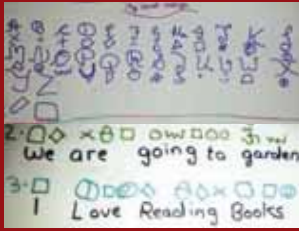




Class 4 - Printing with different parts of hand done by Kathan Raval



Class 3 - Hieroglyphic writing done by Prarthna Shrivastava

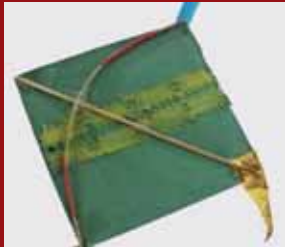


Class 4 and 5 - 3D model of globe from paper mache & Plaster of paris



"Brick-Beat"

Vol. 4 No. 3 Feb 2013



Class 2 - Kite making done by Daksh Nakar



Class 2 - Group activity - Pot making



Class 1 - Poem and illustration done by Dakshesh Singh



Class 5 - Hindi Poem written by Yash Pandya



Class 3 - Mixed Media art done by Priya Pandya



Class 1 - Collage from indigenous material done by Aryan Bhandari

Dear Parents,

Greetings! Let me start by wishing you and your families a very Happy New Year!



Once there were a few blind men who heard about a mighty elephant's arrival in their city and went to explore the creature, of which they had never heard before. As they did not even know the form or shape of the elephant, they groped sightlessly, gathering information by touching some part of it. Each thought that he knew something, because he could feel a part. The man whose hand reached an ear said: "It is a large, rough thing, wide & broad, like a rug." And the one who felt the trunk said: "I have the real facts about it. It is like a straight and hollow pipe, awful and destructive." The one who had felt its feet and legs said: "It is mighty and firm, like a pillar." Each had felt one part out of many. Each had perceived it blindly. This ancient Sufi story teaches a simple lesson: The behavior of a system cannot be known just by knowing the parts of which the system is made of. The thinking that involves seeing the parts as a whole is called "Systems Thinking." Our education system largely fails to create such systems thinking in children.

Everything in the world is interconnected. Each action of ours results in a positive or negative consequence affecting the larger systems we live in- social, environmental & economic. As children grow up and learn about global issues related to economy, climate, waste, energy, poverty, and sustainability, children who are systems literate will tend to look at all these issues as interrelated. We, as parents & educators, need to help children learn to "connect the dots": to see beyond the surface, to recognize interconnections and dynamics among people, places, events and nature, and to begin thinking about how to use those interconnections to improve their world.

In the last quarter from November to January, we experienced some unforgettable events along with a beautiful winter. The SPORTS DAY gave an immense boost to our energies and the KATHOTSAVA festival mesmerized us with engaging performances from Kathalaya storytellers. We were privileged to host the interschool story writing competition in which children from 20 schools participated. The highlight of the last quarter was the PLAY EXHIBITION of preschool children's work at Kanoria Art Gallery, which successfully spread the message about children's right to Play amongst our community. The preparations for the Annual Day have started in full swing, and we can't wait to see our children back on stage with their confidence and talents. At Redbricks Teachers' Institute, the 3rd batch of Post Graduate ECCE program has commenced, with a curious batch of mothers & teachers wanting to learn intensively about education in early years.

So let us bid adieu to 2012 with fond memories, and welcome 2013 with anticipation for even better learning experiences, celebrations and achievements.

Best wishes,

Renita Handa

Founder,

Redbricks Education Foundation

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Project Approach at Redbricks

A project can be defined as an in-depth study of a topic or a theme, carried out by an individual, a group or the whole class. Children have taken up the second project on Play for six weeks and that was exhibited at a larger scale in Kanoria Art Gallery as a community event.

The third project that is currently on is on Food for the Kindergartners and on Fruits for nursery. The project will be on for six weeks and get culminated in mid February.

Field Visits

Play Group children visited Kankaria Lake- to explore the weather and fun element of "PLAY". During the visit children enjoyed the ride on 'JALPARI'. During the theme of food they visited Zodiac Restaurant to experience the process of being in a restaurant.

Nursery visited Sundarvan to know more about weather & nature, for their theme 'SEASON'. They went to Lawgarden - For their project 'PLAY', to explore different kinds of outdoor games. They also enjoyed the maze and pyramid slide. Children also took measurements of few swings. They also visited a 'Kavita toy store' to explore different types of toys. They went to Flourish - For their theme 'Milk and Milk Products' & explored different dairy products.

Junior Kg crossword to explore books and other academic resources. Children got very excited to see so many books and also talked about the books they posses and their favorite book. During the project on play they visited Law garden to explore the different outdoor games. They went to Muncipal School Thaltej, to interact and play with the underprivileged children. Visit to Honda Car Showroom- for their theme 'VEHICLES', helped them to gain more information about cars and different parts of car.

Senior Kg Kankaria Zoo - For their theme 'Animals', they explored different animals and their habitat. During the project on play they visited University Garden to experience cycling in a bigger space and different surface. They also went to Shreyas Foundation to explore different types of traditional games and structured outdoor sports like swimming, and some very raw play equipments like jungle gym, monkey gym. The other field trips that occurred were to Law garden, Laxmi Bicycle Shop and Municipal School Thaltej also while on the way back few children independently clicked photos of slum kids playing.



Expert Visits to our classes

All class' children got a chance to interact with different resource people as visiting experts. Various parent buddies also came and shared their knowledge with the children. The topics covered by resource people were on rules of certain games, working of cycle, nutrition & food etc. The experts were Mr.Priyank Patel, Mr. Rajesh Rasania, Mrs Dixita Patel & Ms. Sohini Shah.

Workshops at Redbricks Junior

Redbricks Junior often conducts various Parent Education Workshops. Workshops conducted by teachers were on Physical Development in Young Children, Maths Readiness & Curriculum in Nursery, Whole language approach, Phonics, Tunes of Rhymes, Curriculum overview of Senior.kg.

Besides these workshops, an orientation on curriculum in Redbricks School was arranged. This workshop was conducted jointly by Mrs Renita Handa, Dr. Jigisha Shastri & Mrs. Sutapa Mishra.



Celebrations At Redbricks Junior

Grandparents Day

Grandparents of all the children were invited. Both the children and grandparents did various activities together like creative art, music and movement session and played some interesting games. Few grandparents narrated stories and the children danced and sang rhymes for them.

Hindi Divas

On this day each class gave individual dance performances on hindi songs and rhymes in the Amphitheatre. A Hindi language expert was called to give a brief on the importance of celebrating 'Hindi Divas'.

Parent week

Across all the classes parents became part of the ongoing activities with the children. Parents were satisfied and surprised looking their child doing different activities independently.

Diwali

Celebration for Diwali started with Laxmi Aarti. Kindergartners enjoyed making creative rangolis. A Puppet Show was organized for all the classes. The most interesting part of the celebration was 'Ramleela' performed by Primary students. Diyas, lanterns & torans, decorated by the children, were given as take away.

Teacher's day

Children came in free dress, few children also dressed up like their favourite teacher. Playgroup & Nursery children did art activity along with their teachers. Kindergartners were narrated story of "Eklavya - Dronacharya" & Dr S Radhakrishna, hence explaining the children the importance of teachers day.

Children's Day

To make children feel special all teachers performed role plays and sang songs for them. They were very surprised & amazed to see their teacher's performances. A movie, portraying the importance of celebrating Children's Day was also shown to the Kindergarten children.

Navratri

For Navaratri celebration all children came dressed in chaniya choli and dhoti. The function started with the Navratri Aarti, after which, small ladoos were given as prasad. Garba was organized wherein both the teachers & the students danced with full energy on the sounds of orchestra & peppy Gujarati songs.

Exploration Day

Exploration was done in various forms. Playgroup and Nursery children did treasure hunt in the class with blocks, books and puzzles with a lot of excitement and enthusiasm. Junior KG children explored the school campus including the garden and kitchen area. Senior Kg children explored science related elements like the air, water, magnets, magnifying glasses, etc. They took measurements, explored various concepts & reasons behind a particular scientific experiment.

Christmas Celebration

A Christmas feel was given to the school for this celebration. A Christmas tree was decorated. The teachers explained the importance of celebrating Christmas. The children were surprised & happy to see the Santa Clause and were eager to touch his beard. Santa Claus distributed chocolates to all the children.



Trip to Zainabad

An overnight camp was organized by the school at Zainabad, a small wild life sanctuary of Asian ass about 100 kms from the city. Children of Class 3, 4 and 5 left for Zainabad on 15th December in the afternoon They were taken on a desert safari where they saw different migratory birds and wild asses in the Rann. This was followed by a walk in the Rann where the children explored the salt layers on the earth's surface. They were also taken on a tour to the Royal residence and village of Zainabad. The teachers along with the children had a gala time at night where after their lavish dinner they sat around a bonfire and played games, danced and enjoyed to their heart's content.



Field Trips

Children of Class 1 went on a field trip to Bopal area as a part of their ongoing project "Houses" to observe the various types of houses like huts, tenements, bungalows, apartments, etc. Children of Class 2 went to Sundervan as part of their theme "Living things their adaption and their habitat" to understand how different living organisms like birds, reptiles, etc adapt themselves to their living conditions. Children of Class 3 as a part of their project "Signs and symbols" visited WIAA to get information on Traffic signs and symbols. They came to know the importance different signs, their shapes and colours.



Children saw simulations of car through which they learned about road safety. They also went to Sundervan to understand how time can also be measured by looking at the Tree rings. Children of Class 4 and 5 went on a field trip to Sundervan for better understanding of Environment conservation. Children were told how a healthy environment is created for animals and other living things.

Night out at School Campus

The students of Class 1 and 2 had an Overnight Camp in the school campus on Saturday, 15th December'2012. All of them were really excited as it was totally a new activity which was introduced to them.. The camp began at 6:00pm with welcome drink followed by playing games like Musical chair, treasure hunt, Statue-Dancing game, Passing the parcel etc. After dinner the children wore their pyjamas and were all geared up for their 'Pyjama Dance Party'. Each one was full of frolicking spirit. The stories of the fairy, the monster, clumsy Ramu made them roll on the floor with laughter. They revealed that it was an unforgettable experience for them, during the assembly on the following morning.



Innovative Classroom Practices

Children of Class 3 were introduced to the concept of "Rebus stories" during the ongoing project-Signs and symbols. They noticed how each and every word of a story can be symbolically presented conveying the exact meaning to the readers. They also made their own Rebus stories in class. Children of Class 4 and 5 created a word spiral as a part of their language development programme. This activity was exciting as well as an innovative. They were asked to start a word spiral with a word of their choice, followed by each child using the last letter of the previous word to make another word.

Children of Class 2, during their on going project- History of mankind understood the system of exchange of goods through the barter system which was a method used during the earlier times instead of money. Children started off by enacting a situation where in the people exchanged goods for goods and gradually realized the importance of weight and the need of a proper medium for exchange. Through this they also realized the importance of money and how it is used in the modern times for simpler trade practices.



Workshop attended by Parents and Teachers

The teachers of Redbricks school attended a workshop conducted by Uma Oza on 'Reflective teaching practices'. The workshop was focused on how teacher's reflection plays an important role in the teaching-learning process. It was an interactive session wherein the teachers enthusiastically participated in feedback sharing, role play and experience writing.

Celebrations Galore

Navratri Celebrations

The navratri was a wonderfully co-ordinated event of RBS and RBJ. All the children and teachers decked up in traditional wear enjoyed the event to the fullest. The event started off with the Arti followed by Garba performances by all classes from Play group to Class 5. They danced with a lot of zeal and enjoyed the celebration a lot.



Diwali Celebration

Children of Class 2 to 5 enacted the "Ramleela" depicting the story of Ramayana. Children of Class 1 made diwali cards for their family and friends. Class 2 engaged themselves in diya decoration and children of Class 3, 4 and 5 made beautiful rangoli in the school campus using powder colours and gheru.



Republic Day

The republic day, 26th January was celebrated with full vigour by the children of Red Bricks school. Children of Class 4 and 5 shared their views on the difference between Republic day and Independence day. Children of Class 3 joined them in reciting the poem "Where the mind is without fear" by Rabindranath Tagore. They also sang the patriotic song "Hum Hindustani". Children of Class 1 and 2 also danced to the tunes of "Yeh taara...woh taara"



Christmas Day

Class 1 performed a medley of chirtmas carols "long time ago in betlehem" and "jingle bells". Class 2 performed a musical skit on the song "Rudolph the red nose reindeer" whereas Class 4 and 5 shared with the school the story of the "Birth of Jesus Christ". Children of Class 3 decorated the christmas tree beautifully and also shared with the school the message of Christmas.



How Most Children Learn To Read

Play is the work of children – through play and interaction, children learn how to talk, listen, read, and write. Read about typical behaviors of emergent and beginning readers, and how each of these behaviors relate to reading and writing.



Emerging literacy

Emerging literacy describes the gradual, ongoing process of learning to understand and use language that begins at birth and continues through the early childhood years (i.e., through age eight). The learning moves from listening to speaking and then reading and writing.

Listening and speaking

Emerging literacy begins in infancy as a parent lifts a baby, looks into her eyes, and speaks softly to her. This pleasant interaction helps the baby learn about the give and take of conversation and the pleasures of communicating with other people. Young children continue to develop listening and speaking skills as they communicate their needs and desires through sounds and gestures, babble to themselves and others, say their first words, and rapidly add new words to their spoken vocabularies. Most children who have been surrounded by language from birth are fluent speakers by age three, regardless of intelligence, and without conscious effort.

Reading and writing

At the same time as they are gaining listening and speaking skills, young children are learning about reading and writing. At home and in child care, or school, they listen to favorite stories and retell them on their own, play with alphabet blocks, point out the logo on a sign for a favorite restaurant, draw pictures, scribble and write letters and words, and watch as adults read and write for pleasure and to get jobs done. Many play experiences support children's emerging literacy skills. Sorting, matching, classifying, and sequencing materials such as beads, a box of buttons, or a set of colored cubes, contribute to children's emerging literacy skills.

What children might do	How it relates to reading and writing
Make a pattern with objects such as buttons, beads, small colored cubes.	By putting things in a certain order, children gain an understanding of sequence. This will help them discover that the letters in words must go in a certain order.
Listen to a story, then talk with their families, teachers, or tutors and each other about the plot, characters, what might happen next, and what they liked about the book.	Children enjoy read-aloud sessions. They learn that books can introduce people, places, and ideas and describe familiar experiences. Listening and talking helps children build their vocabularies. They have fun while learning basic literacy concepts such as: print is spoken words that are written down, print carries meaning, and we read from left to right, from the top to the bottom of a page, and from the front to the back of a book.
Play a matching game such as concentration or picture bingo.	Seeing that some things are exactly the same leads children to the understanding that the letters in words must be written in the same order every time to carry meaning.



Becoming readers and writers

By the time most children leave the preschool years and enter kindergarten, they have learned a lot about language. For five years, they have watched, listened to, and interacted with adults and other children. They have played, explored, and made discoveries at home and in child development settings such as and child care.

Kindergarten

Beginning or during kindergarten, most children have naturally developed language skills and knowledge. They...

1. Know print carries meaning by: Turning pages in a storybook to find out what happens next, "writing" (scribbling or using invented spelling) to communicate a

message

2. Know what written language looks like by: Recognizing that words are combinations of letters, Identifying specific letters in unfamiliar words, Writing with "mock" letters.

3. Can identify and name letters of the alphabet by: Saying the alphabet, Pointing out letters of the alphabet in their own names and in written texts
4. Know that letters are associated with sounds by: Finger pointing while reading or being read to, Spelling words phonetically, relating letters to the sounds they hear in the word
5. Know the sounds that letters make by: Naming all the objects in a room that begin with the same letter, Picking out words that rhyme, Trying to sound out new or unfamiliar words while reading out loud, Representing words in writing by their first sound (e.g., writing d to represent the word dog)
6. Know using words can serve various purposes by: Pointing to signs for specific places, such as a play area, a restaurant, or a store, Writing for different purposes, such as writing a (pretend) grocery list, writing a thank-you letter, or writing a menu for play.
7. Know how books work by: Holding the book right side up, Reading from left to right and top to bottom, Beginning reading at the front and moving sequentially to the back



Research has shown that phonemic awareness is the best predictor of early reading skills. Phonemes, the smallest units of sounds, form syllables, and words are made up of syllables. Children who understand that spoken language is made up of discrete sounds – phonemes and syllables – find it easier to learn to read.

Phonemic awareness can be naturally built by reading familiar text like stories and poems. Other children may need to take part in activities designed to build this basic skill. Thinking and reasoning abilities help children figure out how to read and write unfamiliar words. A child might use the meaning of a previous word or phrase, look at a familiar prefix or suffix, or recall how to pronounce a letter combination that appeared in another word.

First and second grades

By the time most children have completed the first and second grades, they have naturally developed the following language skills and knowledge. They...

1. Improve their comprehension while reading a variety of simple texts by: Thinking about what they already know and rereading text, Creating and changing mental pictures, Making, confirming, and revising predictions
2. Apply word-analysis skills while reading by: Using phonics and simple context clues to figure out unknown words, Using word parts (e.g., root words, prefixes, suffixes, similar words) to figure out unfamiliar words
3. Understand elements of literature (e.g., author, main character, setting) by: Coming to a conclusion about events, characters, and settings in stories, Comparing settings, characters, and events in different stories
4. Understand the characteristics of various simple genres (e.g., fables, realistic fiction, folk tales, poetry, and humorous stories) by: Explaining the differences among simple genres, Writing stories that contain the characteristics of a selected genre
5. Use correct and appropriate conventions of language when responding to written text by: Spelling common high-frequency words correctly, Using capital letters, commas, and end punctuation correctly, Writing legibly in print and/or cursive, Using appropriate and varied word choice, Using complete sentences



Key Points About language Development

1. Most children follow the same sequence and pattern for development, but do so at their own pace.
2. Language skills are closely tied to and affected by cognitive, social, and emotional development.
3. Children first learn to listen and speak, then use these and other skills to learn to read and write.
4. Emerging literacy is the gradual, ongoing process of learning to understand and use language.
5. Children make numerous language discoveries as they play, explore, and interact with others.
6. Children build on their language discoveries to become conventional readers and writers.
7. Effective readers and writers recognize letters and words, follow writing rules, and create meaning from text.

Successful programs to promote children's reading and literacy development should be based on an understanding of child development, recent research on brain development, and the natural ongoing process through which most young children acquire language skills and become readers and writers.

Play as We do



Play was taken as part of the Project Approach and to involve the community an exhibition was conducted in the Kanoria Art Gallery for three days. The three day exhibition displayed the work of children under 6 broad sections. It began with Introduction of Project Approach, stories of Play that emerged across age groups, holistic development of children through play, children's responses to various questions related to play, teachers reflections and overall models and innovative games that emerged through the project.



The entire process was shared and detailed by the teachers and children. In all the sections children were seen sharing their experiences with parents and the other visitors who came for the exhibition. Overall the response of the exhibition was extremely positive and a big learning for all to understand the importance of play in life of young children.

Happenings at Redbricks Teachers' Institute



Redbricks Teachers' Institute initiated and conducted short term winter workshop series for all adults (parents and teachers) dealing with children and interested in the educational field. The workshops were planned as intensive 2 to 3 hour sessions, and conducted in interactive ways for maximum understanding and application.



The 2nd Batch of PGP ECCE part time batch participants have been enriching their experiences in pottery and creative arts as part of their learning for the module of Exploration of Arts. They have also tried and implemented their learning in the daily practice of teaching young children. The 3rd Batch of our flagship program "Post Graduate Program in ECCE" (full time batch) commenced on 3rd January 2013. The batch is a mix of aspiring teachers and young mothers. The orientation was conducted by the founder and director of Redbricks Education Foundation Ms. Renita Handa and RBTI Program Co-ordinator and faculty Ms. Neha Parekh. We would also like to welcome our visiting faculties Mrs. Beena Handa, Dr. Griva Shah, Ms. Ankita Sharma and Ms. Mudita Belani who have been successfully conducting sessions for this batch.

Sports Day 2012

Redbricks Education celebrated its fourth annual sports day on 22nd December 2012 at St. Xavier's Loyola ground. The event commenced at 2:30 pm with the welcoming of the Chief Guest, Mr. Dinesh Bhil - A Renowned Archer, by the founders, Mr. Aditya Handa and Mrs. Renita Handa. Students of classes 1 to 5 led the March past and with that different sport activities began.



The first to come were the tiny tots from Nursery with the Balloon Race, Scooter Cycle race, Zig Zag Race, Under the table -chair Race. Children of all classes showed immense zeal and enthusiasm in all the races. Next on the tracks were the children from Jr.Kg, followed by Sr.Kg. Everyone cheered the participants in the race. The children of classes 1 to 5 participated in the races like Smiling Balloons, Sikhe hum khel-khel main, Jumping Jack, Lets GO Green, Skipping Rope, Hurdle Race, Jhanda Uncha Rahe Humara, Team Relay Baton Race.

There were some interesting races for teachers and parents, like hand in hand race, fathers' master chef race. The founder of the school-Mr. Aditya Handa motivated the children's efforts by his inspirational words. The chief guest-Mr. Dinesh Bhil also praised the children for their sportsmanship and great spirit. Ms. Renita Handa gave away medals and certificates to all the participants. Parents and teachers were also given prizes.

Kathotsava 2013

After the immense success of Kathotsava 2012, Redbricks Education Foundation in association with Kathalaya, Bangalore, re-organized a three day story festival "Kathotsava 2013". This festival aimed to celebrate the power of stories towards educational and cultural development of society and spread awareness regarding the effectiveness of storytelling as an educational tool.

The event was held from 18th January to 20th January and expert storytellers from Kathalaya were facilitators in this event. Ms. Geeta Ramanujan, an internationally renowned storyteller conducted workshops on story-telling for 3 to 10 year old children as well as adults (educators, parents) which helped them get a first hand experience in listening and narrating stories in different styles. This event also gave an opportunity to children to participate in an inter-school story writing competition and explore their imagination. Children between the age group of 8- 13 years participated in the competition and wrote stories on sustainability.

Children from different schools like AIS, Apple Global School, Asia, Dav International School, DPS (Bopal), K.V. SAC, Lalji Mehrotra Lions, Little Flower, Maharaja Agrasen, MGIS, Mt. Carmel, Olive Green, Prakash, Redbricks School, Riverside, St.Kabir, St.Xaviers, Zyodus (Godavi) and Zyodus (Vejalpur) participated in this event. On the last day in the morning, kids ventured on a heritage walk across the old city. They learnt, questioned and enjoyed the stories that each place they visited had to tell.

The event also had unique cultural performances like Yakshagana and Shadow puppetry.

Kathotsava 2013 received an overwhelming response from the community, kids, parents, grand-parents and educators alike.





"Who is a Teacher?"

I'll tell you: it isn't someone who teaches something, but someone who inspires the student to give of her best in order to discover what she already knows.

It is amazing how each move of the teacher is noticed and how each word of the teacher has a profound effect on the child's mind. It is astonishing how a teacher can instill thoughts in the child's mind and get the best out of the child.

My friends used to tease me and say "God knows what will happen to the children whom you teach....!!" Some asked, "Are you like a proper teacher like we had at school? What do you do at school?" One day while sitting in a restaurant somebody asked me, "You're a teacher, right? Be honest. What do you make?"

I was fed up of these questions and decided to answer them once & for all.

"You want to know what I make?"

I make kids work harder to ensure that they will never face difficulties.

I make a C+ feel like a winner when answers a question correctly in class or takes initiative in class.

I make kids sit through a 40 minute reading session in absolute silence."

"You want to know what I make?"

I make kids wonder.

I make them inquire I make them responsible.

I make them apologize and mean it.

I make them write.

I make them read, read, read.

I try to make their work complete in class and perfect their final drafts in English.

I make them understand that if you have the thirst for knowledge, and follow your heart, and if someone ever tries to judge you by what you make, must pay no attention because you have given your best.

"You want to know what I make?"

I MAKE A DIFFERENCE. What do you make?

My answer did actually MAKE A DIFFERENCE.



Contributed by Sanjana Parikh, Class 3 Teacher.
Inspired from Taylor Mali's article on 'What teachers make'.



Jr.Kg - Group activity - Paper crumpling and Dabbing



Playgroup - Painting done by Aayush Yadav



Nursery - Group activity - Painting done on the tunnel



Sr.Kg - Drawing and colouring of Skeleton done by Ramita Jain



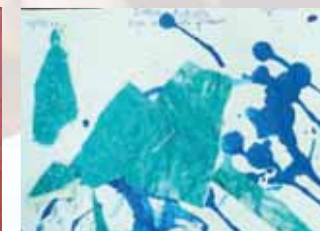
Sr.Kg. - Painting with Geru



Sr.Kg - Clay modelling of Kidneys done by Brinda Sharga



Nursery - Cloth pasting



Playgroup - Dabbing activity with disposable glasses done by Ojasvini Singh



Jr.Kg - Group activity - Thread Painting