

CREATIVE CORNER



Class 4 : Solar System made by Heer Murjani



Class 5 and 6 : Pot painting as part of project on Past Civilizations



Class 1 : Clay modelling - Leaf done by Anshi Mistry



"Brick-Beat"

Vol. 5 No. 2 Sept' 2013



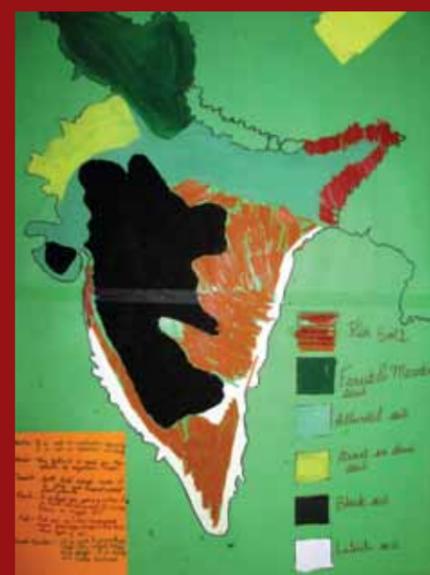
Class 1 : Representation of Jungle done by children



Class 5 and 6 : Group activity - Model of a Chinese hairclip



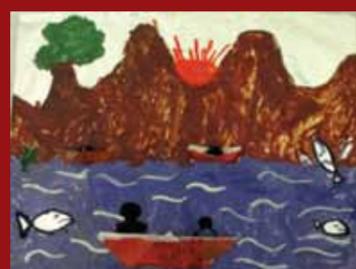
Class 2 : Clay modelling done by Khusboo Pandya



Class 4 : Depiction of various soils of India



Class 3 : Models of Big Bazaar(top) & Airport (below) done by children as part of their project - Community Places



Class 2 : Aluminium foil painting done by Vihaan Ashra



Class 2 : Drawing done by Chandni Solanki

Dear Parents,

I hope that you had a festive quarter filled with many festivals and new memories!

From July to September, the school witnessed a host of celebrations of all kinds- concept days, national & international days and religious festivals. It was wonderful to see the enthusiasm of children in preparing for and participating in all the celebrations. Teachers' Day was the most memorable event, with the children & parents, making teachers feel special through their gestures. The Parent Celebration Week in the pre-school witnessed an excellent participation by parents across classes, including a lot of fathers keen to be observer participants in the classes.

Redbricks Teachers' Institute celebrated the convocation event of its ECCE Batch 2 & 3 students and welcomed two new batches of students, with a stronger resolve to prepare an army of professional educators for the nation. Apart from celebrations, children conducted in-depth research projects across all the classes. Continuing with the project approach model, children inquired, investigated and represented their findings in the form of Exhibitions. The hard work by children, evolution of their thinking and enthusiasm for learning throughout the projects once again left us amazed.

Primary School children have been gaining a wide exposure through their co-curricular activities. Apart from the activities introduced previously, new activities introduced this year include Karate (for Class 3 & 4); Spanish Language, Classical Vocal & Instrumental Music, and Photography Club (for Class 5 & 6) with external experts. Through the Self-enrichment sessions focusing on topics such as 'Being Truthful', 'Learning Teamwork', etc., children have been expressing their deeper emotions, thoughts and internalizing certain important values to lead a good life. It is heartening to see the honesty & maturity shown by such young children in these sessions.

We were also privileged to have an external researcher from U.K. conduct a research study on best practices at our school related to "Creating Professional Teaching Learning Communities." The report from the study has motivated us to continue our focus on developing a culture of continuous improvement and excellence in teaching-learning at all levels. As Mahatma Gandhi has rightly said- "Live as if you were to die tomorrow. Learn as if you were to live forever." As educators and parents, we are all in the process of learning. If we model continuous learning and improvement towards excellence, then so will our children.

It was a great experience for me to interact with the new group of parents at Redbricks this year through the "Academic orientation" sessions. Thank you for the enthused participation and we look forward to sharing such thoughts throughout our journey together.

Best wishes,

Renita Handa

Founder and Director - Academics

Redbricks Education Foundation



redbricks | Junior
Play Group | Nursery | Junior KG | Senior KG

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Project Approach at Redbricks

Different classes carried out Projects on various topics like Myself, Plants & Communication which enabled the children to explore, discover & enhance their knowledge.

As a part of 'Myself Project' Nursery children shared their likes & dislikes about their family members, food and clothing. Also they understood the concept of 'big & small families' & even explored their body parts.

Junior KG children undertook a Project on 'Plants' where children discussed and gained hands on experiences about the parts of plants, their growth process, their requirements & also about their utility.

The topic 'Methods of Communication' was taken by Senior KG children where the children identified & understood different modes of communication, its importance & complete process.



Field Visits



Field trips are great learning platform for children, as they help children to take forward their experiences. These get reflected in their interactions, clay work, drawings etc.

Playgroup :

To explore the immediate surroundings & environment, playgroup children were taken on a Bus Ride. During the ride, children interacted with the teachers & peers and talked about different vehicles that were moving on the road.

Nursery :

Children went to Crossword to explore different types of books. Most flipped the books, touched it & identified basic characters. A few of them also checked the way billing and purchase of books is done. Exposing the children to the culture of joint family, they were taken to visit a family where they counted the number of members, asked them their likes & dislikes about food & also took measurements of the furniture. It was a very interactive and interesting field visit. Children visited the Amul Milk Parlour to get a brief knowledge about the milk products like butter, milk, curd, paneer etc. Children excitedly named the products, most of them expressed that they wanted to either eat or take the products home.

Junior Kg. :

Children went to Law Garden to observe and gain experience about different types of plants, seeds, soil. Even the gardener showed them the grafting & cutting process which all the children enjoyed.

Senior Kg. :

Children visited the Post Office during the project of "communication". They checked different types of post boxes, envelopes, inland letters & the entire procedure of sorting letters. The children also went to Sandesh Press to understand the printing procedure & they saw the machines & rolls.



Celebrations At Redbricks Junior



Messy Day - In order to give a child complete freedom to express, to play & to stimulate sensory experiences, Messy Day was celebrated on 11th July. Various fun activities was organised, for different age group of children. Activities like playing with coloured water, creating water pit in the sand-pit area, making different structures using potter's clay and water. Children poured water and sand on their clothes and they enjoyed getting messy.

"pani dekhi ganda ho gaya, muje to bahut maza aa raha"

Rakshabandhan - To enhance the bond amongst the children, Rakshabandhan was celebrated on 19th August. A traditional Tikka Ceremony was done, followed by tying Rakhi and story narration by parents and grand parents of the children. On that day special menu of Butter Paneer, Roti and Suji-besan Halwa was served.

"kal rakshabandhan hai to hum rakhi bandhenge"

Janmashtami - On the occasion of Janamashtami, children dressed up as Krishna, Radhas & Gopis. Children enjoyed dancing on the tunes of garba and were very excited to see the idol of Lord Krishna inside the palna. All the children moved the palna and were very happy doing it. Kindergarten children were involved in breaking the "matki" enthusiastically.

"muje bhi krishna ko jhulana hai"



Independence Day - To celebrate the spirit of patriotism, Independence Day was celebrated on 14th August. School campus was decorated with tri colour balloons & pictures of National Symbols like Tiger, Peacock & Ashok Chakra. On this day children sang patriotic songs, did art activity of their choice. Teachers explained the children the importance of Independence Day & discussed about our National symbols & freedom fighters.

"We have tricolors in flag"

Teacher's Day - Teachers' Day which marks the birthday of Dr. Sarvapalli Radhakrishnan was celebrated with great enthusiasm by the students of Redbricks Junior. Students from Playgroup to Senior.Kg organized a wonderful programme for the teachers. They came to the school wearing their class teacher's favourite coloured dress. Some students brought cards and some flowers. Parents alongwith their children surprised the teachers by preparing a scrumptious meal for them. They were made to feel very special on that day.

"Humari teacher hume bahut achchi lagti hain"



Parent Workshops

ACADEMIC ORIENTATION - For the new parents in Redbricks family, an academic orientation on the school curriculum and philosophy was conducted. The presentation was done by Dr. Jigisha Shastri & Mrs. Renita Handa. The orientation was interactive and covered topics of multiple intelligence & its role in the overall development of child in early years and the ways in which school's philosophy and curriculum supports the learning of children. Multiple questions were asked by the parents which solved their concerns about education.

OTHER WORKSHOPS - Various interactive workshops were conducted by individual class teachers during the first parent teacher meeting. The topics covered were - Physical Development in Young Children, Importance of Different Sessions in the Class, Read Aloud Concept & Playway Method. All the workshops were participative and witnessed a very good involvement of parents.

Innovative Classroom Practices



Class 1 - Children went for a campus walk to observe different plants and their parts. They were able to identify the different parts of the plant like bud, stem, root, flower, fruits etc. As part of a classroom activity, children were asked to make an imaginative story on a given picture of their peers in the class and enact it in pairs. This activity ensured the reinforcement of their pronunciations and presentation skills.

Class 2 - Children were narrated a Celtic story about Halloween. They dressed up in black clothes and a black mask and went around the whole school celebrating it with their peers. This practical exposure made the concept not only fun but more interesting and easier to understand.

Class 3 - Children of class 3 after having an experience of reading many books made their own booklet illustrating the life cycle of animals of their own choice like peacock, dog, elephant, etc. The book gave a practical experience of writing it with correct format like having an index, proper content with correct punctuations & language, images etc.

Class 4 - As a part of the project "Materials" children had to select a material of their own choice and think that "If I were that material then what would I be?". Children came up with creative ideas and improved their understanding of different properties and uses of Materials.

Class 5 - Children created a new story related to a myth, "How Yak got its Fur?" This story was created and compiled by the students in an efficient manner. They also made a clay model of United Nations to depict the seating arrangement of the UN displaying the clear understanding of every child.

Class 6 - As a part of the theme "Ecosystem and Biodiversity" children independently researched on one of the biomes and then they themselves made a chart and presented their knowledge to their peers. Children got an opportunity to make their understanding of the concept more clear.

Field Visits

Class 1 children enjoyed exploring different animals, plants and birds at the Kankaria Zoo. They read the trivia written on the board in front of each cage.

Children of Class 2 went to Xcleris lab during their theme "Life cycles". Children saw videos of different animals. They also observed potato cells, onion cells, fungi and algae through a microscope.

Further, they also saw how a bamboo plant can be grown in a laboratory without any natural conditions.

Children of Class 3 went to Iskon Circle and observed how people as citizens of the country behave responsibly.

Class 4 children went to Sundarvan during their theme "Earth's Physical Geography" to know the importance of environment & what measures are needed to preserve it. They came up with ideas to help conserve the nature.

Children of Class 5 and Class 6 visited ISRO to observe the satellites and their uses. The children explored a lot of understanding during the trip and also gauged the knowledge about how satellites are launched.



Class 3 - Field trip to Xcleris Lab



Class 4 - Field trip to Sundarvan



Class 5 and 6 - Field trip to ISRO

Resource People as Experts

Class 1A - Mrs. Nagar (parent of Arghaya) had an interactive session with the children, where they were made aware about the importance of each and every member in the family and how relations grow to become stronger. Class IB - Children were explained the importance of plants and animals by Mr. D.P Mishra. Later the discussion was carried by the students towards how rainbows are formed and the different colours of rainbow.

Class 2 - As part of the theme Mrs. Geetu was invited as a resource person to brief children about the festival of Baisakhi. She shared her own experience about the festival. As part of the festival celebration she made the boys do Bhangra and girls do Gidda.

Class 4 - Mr. Mahesh Gajjar (Abellon) came as a resource person during their theme "Earth's physical Geography". The children were also showed a video of how there is wastage of large amount of food during parties and occasions. He also introduced the children about "The Green House Effect". Mrs. Rashmi Khumbar (Parent of Kriti Khumbar Class 4 PHD in Library Science) discussed with the children about the importance of library in school.

Class 6 - Children had an interactive session with Mr. Pragnesh Mishra (VP Abellon) about different types of biomes and how to take care of them.

Celebrations at Redbricks School

Father's Day Celebration

As a part of the celebration children of class 1 to 4 made cards for their fathers. Class 5 children enacted a play in the school assembly and also wrote a greeting letter for the occasion. Children of class 6 wrote a letter to their father's thanking them for their love, care and support.

poetic skit presented by Class 6, highlighting the sacrifice of the freedom fighters. The celebration was culminated with the school singing the national anthem, reflecting their nationalistic zeal.

Teacher's day celebration at Redbricks



The celebration began with the school assembly in which the students welcomed the teachers with a bouquet and a unique title was given to each teacher as per the students thoughts and feelings followed by a poem, songs etc. Later students of Class 5 & 6 threw a surprise party for all the teachers at the "Redbricks Teachers Restaurant" which had an amazing menu with a list of mouth watering and delicious delicacies prepared by the students themselves.

Hindi Diwas

Hindi diwas falls in the month of September and in Redbricks it was celebrated with full zeal and enthusiasm. They wrote self made poetry, news, picture writing and lots of activities. Children across classes 4, 5 and 6 performed various hindi skits. Everyone felt proud of their 'National Language.'

Janmashtami celebration at Redbricks

Students of Redbricks School celebrated the birth of Lord Krishna with full zeal and enthusiasm. Each and every child participated in the events organized to commemorate the birth of Lord Krishna. Glimpses of birth of lord Krishna and Kansa vaadh was enacted by the students of Class 4. As the traditional practice of "Matki Phod"(Daahi Handi) a pyramid was made by the boys to break the earthen pot. The whole school was in a festive mood of Janmashtami, which is also called Gokulashthami. It was celebrated with great pomp and show.

Independence day celebration at Redbricks



The celebration had the children of class 1 dancing on the song of "Jai ho," followed by singing a poem on the Independence day. The highlight of the celebration was the

When we make news...

Unique initiative of REF
A Voice by Redbricks Education Foundation " Stop using synthetic juices, go natural & adopt the nature"



This was the great initiative taken by the students of Redbricks as a part of the Interest Center Programme under the Naturalistic Intelligence. The tiny tots of Grade III & IV wanted to know what all things could be made out of petals of flowers. They tried making Gulkand out of Rose petals which was a Super hit when distributed in the school to the students & the staff members. Their Curiosity level knew no bounds and further they started researching on shoe flowers (Hibiscus). This flower is most common in the botanical garden & has varied uses under the guidance of the Interest center Coordinator Padma Kumar the facilitator Khy-

ati Acharya, the students came up with a new discovery to make juice with shoe flower. An amazing juice was the out come of the new invention after following simple process of selecting flowers, cleaning, boiling and adding sugar syrup and lemon juice. No synthetic colour or materials were used for consumption. The chemical reaction/ decolorisation that was witnessed by the students left them speechless just gazing at the final products.

A fantastic hibiscus juice with no synthetics & spreading a message to the society to use more of natural things & discovery a new healthy world.

Dheer Chawla, Class 2 Student, won the 3rd position in Group A (Kg to Class IV) of Inter-School Chess Championship of Gujarat held on 28th July in a school at Gandhinagar. There were 68 students from various schools across Gujarat who participated in Group A category.



An External Research Study on Best Practices At Redbricks

In February 2013, an external researcher Ms. Ashraf Vishram conducted a study at Redbricks titled "Understanding Teacher Professional Learning through a case study of school implementing the practice of Teacher Learning Communities in India." Ms. Vishram is a researcher at the Institute of Education- University of London, U.K.

A Professional Learning Community is defined as-

"A school learning community is one that promotes and values learning as an on-going, active collaborative process with dynamic dialogue by teachers, student, staff, principal, parents and the school community to improve the quality of learning..." (Roberts and Pruitt, 2003, p. 6)"

She studied the various practices at our school related to how the processes, interactions and culture contribute towards creating a dynamic professional learning community. She examined best practices such as- Training workshops, Collaborative academic meetings between teachers, principal and academic director, Study group research & presentations done by teachers, Teacher morale and development, etc.

Some of her concluding thoughts in the report about findings from our school -

"Several qualitative factors seem to contribute towards sustaining a Professional Learning Community as an avenue for the teacher professional learning. These include an environment of support from the leadership, interdependence in terms of learning through opportunities for peer learning (shared learning and thinking together), a culture of trust and respect, openness to learn from every available opportunity and quality consciousness through a focus on improvement in teaching quality and student learning."**"**

The report from this study will be uploaded on www.redbrickseducation.org for those who would want to read more about it.

Redbricks Teachers' Institute (RBTI) : Convocation Ceremony of Post Graduate Program in Early Childhood Care and Education (PGP-ECCE) Batch II and III



Redbricks Teachers' Institute, A'bad, celebrated the passing out of PGP-ECCE Students, in its Convocation Ceremony on 14th September'13 at Redbricks Education Foundation's Satellite Campus. The event was attended by 16 students of Redbricks Teachers' Institute along with their family members. The convocation ceremony began with the Saraswati Vandana performed by

Ms. Kavya Munshi & lighting of lamp by the Chief Guest Mrs. Beena Handa, Mrs. Renita Handa (Founder & Academic Director) & by esteemed faculties of Redbricks Teachers' Institute. This was followed by a welcome address by Ms. Priti Shah, full time faculty at RBTI and then by Mrs. Renita Handa; Founder & Academic Director who shared her inspiring thoughts on importance of teachers & emerging need for good educators. The event processed further with very thoughtful & dynamic speech by the Chief Guest of the event Mrs. Beena Handa, inspiring the students to make reflective choices in life and ways to maintain a balance between their personal and professional lives.

After the Convocation address the felicitation ceremony that followed was to watch for the friends, family, and faculty members of the Alumni, as they went to the stage wearing convocation caps to receive their certificates from the Founder & Faculties who did the honors.

The proud family members of the students & faculties shared their experiences about how the program has transformed their lives - in rearing their own children, modifying their own practices as educators/families and the confidence development it has brought in the women participants.

A Vote of thanks was followed with group photo & refreshment served to the entire gathering.



Havan at Redbricks



A Havan was organised for the health and prosperity of the Redbricks family. All academic and non-academic staff was present to be a part of this heavenly/religious offering. Chanting of mantras and sublimating the havan samagri in the agni being considered as a direct means to reach god was done leaving everyone in the aura of positivity and spirituality.

Invented Spelling and Spelling Development

Children progress through certain stages of spelling development. Knowing this progression allows teachers to compel development through their instruction. In the past, spelling was usually taught as a separate subject; memorization was thought to be the key to its mastery. Even now, most elementary schools use spelling series and treat spelling as a subject separate from the other language arts.

However, during the past decade, language researchers have shed new light on the spelling process. The acquisition of spelling rules is now viewed as a complex developmental process. Once the stages of this process are identified, elementary teachers can help students develop strategies for learning standard English spelling, and they can assess students' progress more accurately.

What is invented spelling?

Invented spelling refers to young children's attempts to use their best judgments about spelling. The linguist Charles Read (1975) examined the writing of thirty preschoolers and he concluded that, by and large, "learning to spell is not a matter of memorizing words, but a developmental process that culminates in a much greater understanding of English spelling than simple relationships between speech sounds and their graphic representations."

What are the stages of spelling development?

As preschool and early elementary school children discover the intricacies of printed English, they go through several stages of spelling development. Gentry (1982), describes five stages-

- Stage 1** **Precommunicative stage** : The child uses symbols from the alphabet but shows no knowledge of letter-sound correspondences. The child may also lack knowledge of the entire alphabet, the distinction between upper- and lower-case letters, and the left-to-right direction of English orthography.
- Stage 2** **Semiphonetic stage** : The child begins to understand letter-sound correspondence- that sounds are assigned to letters. At this stage, the child often employs rudimentary logic, using single letters, for example, to represent words, sounds, and syllables (e.g., U for you).
- Stage 3** **Phonetic stage** : The child uses a letter or group of letters to represent every speech sound that they hear in a word. Although some of their choices do not conform to conventional English spelling, they are systematic and easily understood. Examples are KOM for come and EN for in.
- Stage 4** **Transitional stage** : The speller begins to assimilate the conventional alternative for representing sounds, moving from a dependence on phonology (sound) for representing words to a reliance on visual representation and an understanding of the structure of words. Some examples are EGUL for eagle and HIGHEKED for hiked.
- Stage 5** **Correct stage** : The speller knows the English orthographic system and its basic rules. The correct speller fundamentally understands how to deal with such things as prefixes and suffixes, silent consonants, alternative spellings, and irregular spellings. A large number of learned words are accumulated, and the speller recognizes incorrect forms. The child's generalizations about spelling and knowledge of exceptions are usually correct.

Gentry notes that the change from one spelling stage to the next is a gradual one and that examples from more than one stage may coexist in a particular sample of writing. According to Carol Chomsky (1976), the major need for inventive spellers who are beginning to read is to have someone to answer their questions and correct their mistakes, such as the misreading of words, when necessary.

How can teachers nurture spelling development in the classroom?

An awareness of spelling development can help teachers plan instruction. For precommunicative and semiphonetic spellers, teachers may teach alphabet knowledge, letter-sound correspondences, the concept of "wordness," and left-to-right directionality.

- Purposeful writing experiences are the key to cognitive growth in spelling. Teachers can encourage purposeful writing, such as the writing of messages, lists, plans, signs, letters, stories, songs, and poems.
- Teachers can also provide opportunities for frequent writing, which, when integrated with all aspects of the curriculum, should be a natural part of the daily classroom routine. Frequent application of spelling knowledge by students while writing encourages spelling competency.
- In teaching students to write, teachers should avoid overemphasis on absolute correctness, mechanics, and memorization. Early emphasis on mechanical aspects of spelling inhibits developmental growth. When frequent purposeful writing takes precedence, adherence to the rules is secondary. The teacher in no sense abandons expectations for correctness. Rather, correctness is nurtured more effectively through knowledge of the pupils' level of development.
- Teachers can also make use of instructional games since children acquire language, in large part, from their alertness to language around them.
- Finally, teachers can select spelling words from varied sources. For example, teachers can select words for formal instruction from two sources: their students' own writing and a list of high frequency words.

If schools are to make use of recent insights into children's language development, changes in teacher and public attitudes are required. Teachers must be encouraged to relate spelling to purposeful writing rather than to conduct rule-based instruction or to rely on memorization. Students' invented spellings must be seen as opportunities for them to contribute actively to their own learning. By combining an understanding of invented spelling with formal spelling instruction, teachers should be able to develop more effective spelling programs.

Developmental Stages For Spelling

EMERGENT SPELLERS : Ages 1-7 (Grades pre-K to mid-1)

Does your child spell this way - Random marks, representational drawing, mock linear or letter-like writing, random letters and numbers.

Activities to do - Talking and reading to children reveals the sounds and meanings of language. Alphabet games and activities develop letter recognition and letter naming. Matching games with upper and lower case help develop letter recognition. Sort pictures according to beginning sounds.

LETTER-NAME SPELLERS : Ages 4-9 (Grades : K to early 3)

Does your child spell this way -

M MN MIN	mine	J JV JRF DRIV	drive
T TP TEP	tip	N NT NAT	net
S SD SAD SED	send	S SC SK SEK	sick
B BK BAK	back	L LP LOP LUP LOMP	lump

Activities to do - Compare and contrast initial and final consonant sounds through picture sorts. Develop sight-words vocabulary through word banks. Hunt for words that begin or end the same. Sort pictures and words to contrast single consonant sounds with consonant blends. When vowels appear regularly in your child's spelling, compare and contrast short vowel word families through picture and word sorts. Focus on the sound and spelling of one short vowel, then compare across short vowel patterns.

WITHIN-WORD SPELLERS : Ages 6-12 (Grades 1 to mid-4)

Does your child spell this way -

SEET, SETE	seat	CRALL, CRAUL	crawl
NALE	nail	LAFE	laugh
ROAP	rope	TROPE	troop
CRIE	cry	BAKE	back
FOWND	found	BOTE	boat

Activities to do - Sort pictures to contrast long and short vowels. Use word sorts to examine long vowel patterns (such as sorting words according to use of ai, ay, a_e patterns) Collect words in word study notebooks. Conduct word hunts for specific long and complex vowel patterns. Play board games to contrast r-influenced vowels. Play games with homophones (words that sound the same but are spelled differently, such as sail and sale)

SYLLABLES AND AFFIXES SPELLERS : Ages 8 (Grades 3-8)

Does your child spell this way -

HOPING	hopping	ATEND	attend
CONFUSSHUN	confusion	PLESURE	pleasure
CAPCHUR	capture	HOCKY	hockey
BARBAR	barber	DISPOSUL	disposal

Activities to do - Study consonant doubling, common suffixes, and past tense endings in sorts and word hunts. Examine open and closed syllables. Examine placement of syllable stress in homographs (words that sound the same but are spelled differently) Notice the parts of speech for changes in spellings. Compare accents in words. Compare words that end in the el, er and cher sounds. Study common prefixes. Relate spelling and meaning in word study groups. Study words from reading by patterns in spelling and meaning.

DERIVATIONAL RELATIONS SPELLERS : Ages 9+ (Grades 4-12)

Does your child spell this way -

SOLEM	solemn	OPPISITION	opposition
CRITASIZE	criticize	BENAFIT	benefit
AMMUSEMENT	amusement	APPEARANCE	appearance

Activities to do - Examine the spelling-meaning connection. Study prefixes and suffixes and syllables. Note how words came from Greek and Latin roots and foreign words.



Source: Excerpted from: Lutz, E. (1986). *Invented Spelling and Spelling Development*. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills <http://www.readingrockets.org/article/267/>

Developmental stages for Spelling - Source : <http://www.docstoc.com/docs/40065786/Developmental-Stages-for-Spelling>



Nursery B : Stick Puppets made from indigenous materials by children.



Sr.Kg B : Representation of process (Letter from letter box to box office) by Mishri Kumbhani



Jr.Kg A : Clay modelling - Caterpillar done by Aarshi Amin



Nursery A : Rakhi decoration by Anay Shah



Jr.Kg B : Different animals drawn by Nandan Patel



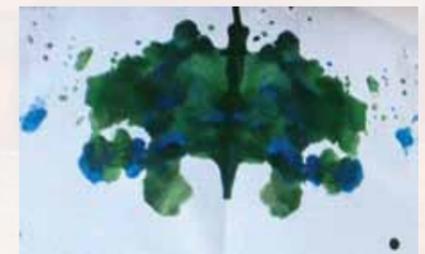
Sr.Kg A : Paper Design made by Saanvi Maheshwari



Jr.Kg A : Group Activity : Paper crumpling and pasting



Sr.Kg B : Clay modelling - Lock done by Suhi Gala



Nursery A : Dragon Painting done by Atharv Vedpathak



Playgroup : Paper pasting by Hridhaan Shastri



Playgroup : Clay model of Cake done by Maitri Shah