

# GOLDEN GROUP REPORT

Like the Golden sun, the group shines bright this term too. The 10 children in Golden Group - Bhagwan Jani, Brishti Krishani, Harekrishna Kamar, Jayu Muduli, Kumari Gouda, Laxman Khara, Niraj Muduli, Rohit Jani, Sumitra Gouda, Swati Jani and Tanushree Jani; are all aged from 8.5 to 10 years. All the children stay in the hostel.



## MENTAL AND VITAL

All the children stay happy and cheerful, playing around in the group. They keep themselves busy in reading stories, paper folding, opening up and reassembling things, whenever they get time in between classes and after lunch.

Children are interactive and supportive to each other. They help each other in studies, understanding concepts etc.

Sometimes children feel like going home but feel shy / scared to take permission as regularly going



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home is not allowed. They are being emphasized to share their feelings, wants, ask with confidence and also to abide by rules.

Sometimes they are allowed to go but it is important they learn to respect/regard elders, what they say and also value their time.



## PHYSICAL DEVELOPMENT

For the children's physical development and so that they grow in physical strength and gain skill, we keep introducing new games. In this term dodge ball, basket-ball, base kick ball, fun games, silence step, kho kho, and also some fun games have been introduced.

We start off our games hour with the exercise and running. Children are regularly made to go for running, they also do the relay race.



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When football was introduced the girls were not keen to play. But after being encouraged and made into interesting boys and girls' teams, all the children are playing enthusiastically.

Other than Football, Golden Group children enjoy playing kho kho, and base kick ball a lot.

Very often children are taken for treks and nature walks. They thoroughly enjoy plucking guava, mango and amla during the fruits season.



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## ENGLISH LANGUAGE

The children of this group have become more comfortable with English. This group rarely spoke English and their sentence construction was problematic. They are now able to speak more fluently and are working on getting their tenses correct.

They have learnt new words and meanings through their reading. Reading has helped them with their pronunciation. Most seem to mix up the pronunciation of 'b-v' and 'sh-s' distinction. Over the last six months, a lot of writing has been done with them and this has helped them improve their spellings and also express themselves through English stories. They find it a little difficult to use whatever they have learnt in their English stories or speaking and we are working on bridging that gap.



All the children need to work on their awareness of tenses and punctuations while speaking and writing. There are a couple of them who need more attentive work but once they cross those stubborn barriers, they will be on track. They love to act and do role plays.



Over the last six months, the children had participated in Carol singing and Drama.



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## PROJECTS AND ACTIVITIES

### I. CLOTHES

Under the project 'clothes', children were introduced to map reading and how the geography of a place effects the seasons, how seasons influence clothing, types of clothes worn in India and the world, materials and process of cloth making.

Pictures of different clothes, videos on spinning and Tailor bird making its nest were shown. Stories like the valiant tailor [Grimm's Fairy Tales] and the Emperor's new clothes as well as poems related to clothes were recited in class. Several art and craft activities were included.

Activities included –

A. "Make a Clothesline" with children making paper clothes of their size thus combining craft and design with math and the metric system.



B. Working in pairs, each child had to draw and write what their partner was wearing and what material it was made of.

C. Block Printing to demonstrate how prints and dyes work.

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D . Writing and illustrating clothes they wear daily, clothes they wear on festival days

E . Reading stories from the Grimm's Fairy Tale like the Valiant Tailor, Emperor's New Clothes, Red Riding hood or Red coat.

F . Make a story using a list of 10 words encountered while reading and integral to the project .eg –tailor, materials, velvet etc.

The project concluded with a short test.



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## II. ANIMALS

The project was selected for the following reasons -

1. To help the child name different animals and identify their attributes, behaviour, sounds and shelter.
2. Animal stories and poems are highly accessible and close to a child's world especially that of a tribal community. Through the world of stories and songs, a parallel world of phonetics and language can be made available.
3. Understanding shapes and colours becomes very easy.



Several of Kipling's Just So Stories were told in class while children read plenty of Panchatantra stories.

Songs and rhymes were sung too. The objective was the child to get interested in reading with delight. Through stories, the child will also encounter names of different

animals and few adjectives, verbs and traits related to the animal. Children played with puzzles and blocks to match the animal with their houses.

Activities engaged in were –

- A. Ask the child to read a story at his/her reading level. While reading the children must pin new words they learn on the display board. Let the child look up the meaning of that word in a dictionary. Sit with each child and explain the meaning of the word. Encourage them to write a sentence using that word.



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B. Next, pin 10 words from the word wall [selection would depend on words with frequent repetition- most students encountered the word “harm” in their story] or are important to basic conversational English [e.g. immediately, beneath etc] and ask them to weave a story from those words. You might have to revise the meaning of the words with them and give example of the usage of the word in a sentence.

C. Let the children listen to a song carefully and ask them to recognise words-phrases or sentences from the song. Play it a second and a third time and ask them to write down the words they have recognised. This activity can be done in pairs or alone. It combines listening, writing and pronunciations.

Children were asked to share the identified words/phrases which were then put up on the board. The child can then correct his/her spelling. Self-correction helps the child learn better without developing a sense of shame for their mistakes.



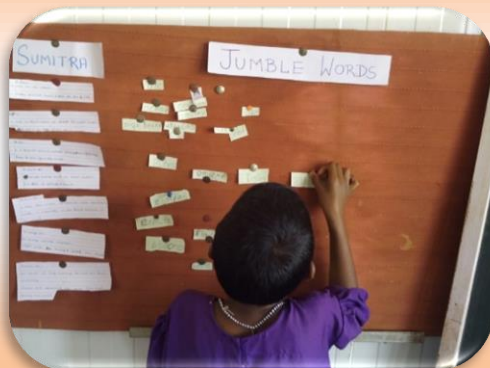
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D. Draw/show picture of an animal, guess the animal on description, writing about animals, making riddles. Let the class describe the various characteristics of that animal etc.

E. Playing with puzzles, crosswords and word games. Give each child a jumbled word.

F. Guess the animals in 10 questions. The group ask you questions about the sound, features, parts, house it lives in etc and guess the animal within 10 questions.



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G. Paper folding to make animals

H. Making animal shapes using clay.

I. Relevant reading from Social Studies Reader and solving the exercise at the end of the chapter were also done.

A short play was enacted with each child assuming the role of an animal that demonstrates the quality prescribed by The Mother. The idea was then embedded with the larger narrative of Noah's Ark.



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The group shared their word wall, story wall and animal charts with the Aspiration and Flower group. They played jumble words, origami and clay modelling with them too.



The group has made exemplary progress in the winter trimester. They are sincere, independent and motivated. They come to class on time and pursue their task to completion. The group shows a natural flair for arts and crafts. Observational studies, imaginative drawings, origami, clay modeling has been practiced with them.



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The group has had little or no experience in writing. Writing was a daunting task for them; initial writing assignments were met with resistance. Gradually, they have come to accept them as a natural academic progression. Beginning with simple instructions [capital alphabet in the first word after period, margins as a space for numbering, answering in complete sentences and so on], the group has progressed to writing brief paragraphs in their own words.



During their first project, it was observed that their spellings were rather poor. The classic fix of writing that word several times did not yield any results. More exposure to reading and words was meditated upon.

In their next project, the children engaged in extensive reading. Difficult words were investigated in the dictionary, understood in context followed by sentence construction. A small library has been formed in the group.

## ENVIRONMENTAL SCIENCE

During this session Golden group has taken up 5 topics. The children of the group are very weak in reading and writing but they did good job during the projects. They made models, did experiments, and assignment during this session. Following topics were taken up.

### 1. Topic: House

During this topics we work on the following terms

- House as our basic need



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- Importance of house
- Different types of house
- Processing of making a house
- Structure of house

Models, activities and experiments - During this topic the whole group is being divided into 5 groups of two children in each. They found information about different types of houses and wrote about them. Each group was assigned to make a model of different types of house like - hut, caravan, stilt house, snow house, mud house, boat house etc. They used scrap and other materials to make these models.

## 2. Topic: Food

- Food group
- Types of food
- Nutrients
- Deficiency disease
- Classification of food according to their nutrition value

Models, activity and experiments

During this project children made a collection of different food items, classified and labeled them as well according to the nutrients present. They learnt the Hindi and English names of the grocery items and species.



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## 3. Topic: Parts of plant

- Plant, parts and their function
- Types of seed (di-cot and monocot)
- Leaves as a food factory and its parts
- Photosynthesis
- Nutrition in plants

Models, activity and experiments - Children used different types of soil to germinate mustard seeds.

## 4. Topic: Water

- Composition of water
- Sources of water
- Uses of water
- Water pollution
- Purification of water

Models, activity and experiments

Children did experiments on distillation, evaporation, condensation, decantation and filtration. They also made charts on the use of water and sources of water.





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## 5. Topic: States of matter

- Matter
- Solid, liquid, gas
- And its properties
- Molecule and its structure in solid, liquid and gas

Models, activity and experiments

Children collected solid and liquid objects. They changed states of water using the process of evaporation, condensation and freezing.

## MATH

During this period Golden Group has developed interest in Math. All the children except two are progressing well. All of them are doing Book-4, two of them are still on Book-3.

Using objects and pictures children understood the concept of different operations well. They still struggle when they are asked to do mentally.

In case of topics of measurement, time, and money they do well concretely (with objects), mentally and written.



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At times children also forget the concepts taught and require repetition. They have done fraction using fraction kits, mentally and also in writing. All of them have clear concepts about fraction basics.



## HINDI LANGUAGE

In the last 6 months, our focus for Golden Group was overall improvement of language usage with regard to - listening, speaking, reading and writing.

At present, they have completed some chapters of the text book Madhu Kalsh, along with related question answers. Children have also memorized some poems, which they recite and sing in class and during assembly. Girls enjoy learning poems, while boys select funny stories, convert it into a play and want to present to the school.

Children used to make lot of grammatical mistakes while speaking. While writing they were lacking in sentence formation and had



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erroneous spellings. For this careful listening is important. Now most children have learnt to listen carefully to write properly without making spelling mistakes. Some children still make mistake, they are being given more practice.

Children are also encouraged to read more and more which not only improves their vocabulary but also their spellings. While some children enjoy reading stories, some enjoy poetry and some jokes.

We are also taking extra classes to give more practice and attention to the weak children.

The focal point in Grammar is sentence formation. Children are made to speak and write about friends, describe anything about nature and write stories. They have completed Antonyms, Conjoined Words (Sanyutaakshar) and Joining / Splitting words (Sandhi Vichcheda).



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## ODIA LANGUAGE

There are 10 children in the group. They study Odia twice a week.

All of them are making effort to learn. While singing, all of them sing together beautifully. We are doing the following with them

- I. Songs in Odia - children have learnt
  - a. shewa golapar shatapakhuda ma
  - b. pushibilai shika chinda
  - c. vande utkal janani
- II. Reading - we have begun to read simple words with the children, using books like
  - a. asa padhba
  - b. chabila madhu barnabodha
  - c. stories of panchatantra
- III. Writing - we are starting writing through recognition of alphabets, making small words and writing simple sentences.





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## FESTIVALS AND CELEBRATIONS

Children are very enthusiastic about participating in functions and sports day.

### Christmas

Golden group sang the carol 'Tis the season'. They faced no problem in remembering the words and honed their pronunciation of the words that they came across in the song. They sang well, with timing and harmony.



### Pranjal Bhaiya's Birthday

The group performed a play based on Akbar- Birbal story the '10 greatest fools'. Initially they were very monotonous in delivering the dialogues but as they rehearsed it they understood its comic nature and they started delivering their lines accordingly. Sumitra played the role of Birbal and did an excellent job remembering her lines and delivered

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them with ease. Neeraj was by far the most expressive in acting, staying in character even when he wasn't delivering any lines.



## Sport's Day

Children enjoyed a day full of fun and games. In the first half the younger groups had fun games, relay races and a football match.

In the second half, of physical demonstration the Golden Group was part of Creative Marching, Mass Exercises and the Dumbbell Dance. The energy boosting mass exercises and the rhythmic dumbbells dance were both presented with the Aspiration Group.



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