EARLY LEARNING CENTER AND PRIMARY CLASS NEWSLETTER

TERM 2 - SEPTEMBER 2019

OUTDOOR PLAY WITH LOOSE PARTS

A loose parts' 'toy' is open-minded children may use it in many ways and combine it with loose parts through imagination and creativity.

This term children played with a variety of indoor loose parts like cloth pegs, pebbles, beads, paper cups, craft sticks, straws, buttons flowers, leaves, wooden legs and plants. We were surprised to see them making photo frames, garden, castle and kingdom.











DRAMATIC PLAY

Dramatic play provides opportunities for children to identify with the adult world. They develop social skills, negotiation skills, turn taking etc. This term our little ones were the most enthusiastic and enjoyed the role play the most. They wore chef caps and worked together to set up their kitchen.

They acted as mother, father and baby. It was nice to see them interacting and expressing themselves.









LIBRARY

Reading books aloud to children stimulates their imagination and expands their understanding of the world. Teacher reading plays an important role in preschool. Some of the books that were read to them this term were, 'Sharing a shell ', 'A squash' and 'A squeeze'. Children enjoyed every bit of the sessions. After the reading session they were free to draw on the floor with the chalk about the story.









OUT DOOR PLAY

Children are naturally drawn to playing outside and there are numerous benefits of outdoor play. It helps children to understand and respect nature. Children created their own little garden with twigs, leaves, flowers, pebbles, etc which they collected in and around the school. They also played some fun games like hop -scotch, fire in the mountain and catching the ball.









ART CENTRE

We as teachers organise the art centre with lots of art material like fabric, sandpaper, straw, glitter, paint etc Our art centre is always open to children to explore with arty material and be an artist. This term we saw that the children made beautiful collage using the available resources.







PARK VISIT

Every Friday is park day for pre-schoolers. They wait for Fridays. Parks are one of the best places for Discovery and play. Kids find nature in almost every park they love to collect stones, twigs and flowers.

They learn to take risks, within acceptable limits, and to discover that the fears they have about the unknown are conquerable.









LITERACY

ROBIN

Our focus has been to get children to understand when and where to use big /capital and small letters of the alphabets besides practice of correct letter formation and letter-sound correspondences used when writing (differentiate letter name and its sound). They were instructed how to write a simple sentence; letters in sequence to make a word, leave a finger distance to continue with next word and so on.

Furthermore, they were provided Mini-Book (writing a-z program) which feature illustrations and writing frames for young writers to explore their writing skills. It's an exposure to early

reading and writing skills by using high-frequency words and

content vocabulary.







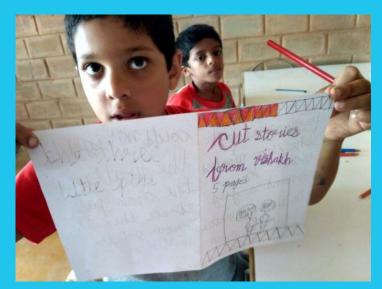
SUNBIRDS

Protection of our environment, even animals, was the main topic discussed. Children were very aware of the fact that every living species is important to maintain a healthy balance on this earth. Understand that we are all interdependent on each other and destruction of any kind will have a huge effect on everyone. Our young primary children illustrated and wrote their thoughts and opinion about the impact of endangering all creatures and what we need to do, how we can stop and save our earth.



They are learning the usage of complete sentences and punctuations (capital letter, full stop, exclamation and question), alongside story writing. They created simple stories including lovely illustrations to depict their ideas, wrote about themselves (what they wished to be, their favourite sports, toys, games etc.) and the best birthday they have had so far.





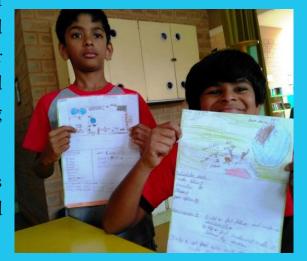


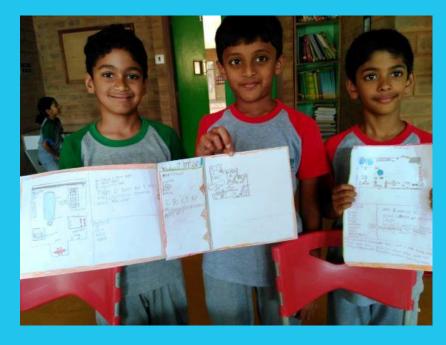
KINGFISHER

Followed by their recount on their summer vacation children were introduced to the fascinating world of animal builders, where they

reflect about the many reasons animals build as well as the different types of things, natural resources, they use to build. Besides summarizing the text and identifying the main idea and supporting details, children were given cross curricular extension ideas to demonstrate their understanding of the text. They chose two animals and compared, listing the similarities and differences (Science), wrote about an animal or insect describing its special way of building (writing and art).

They have been learning about the roadside oddities, an informative book that introduces readers to some weird and wonderful roadside attractions (reading a-z program) and introduced to nouns, verb tenses and usage of comparative adjectives.







<u>SWALLOWS:</u> All children enjoy a good book; have fun reading or listening to stories particularly if it's an interesting one with striking illustrations. We believe that it's important to instill good reading habits in young children, appreciate books and recognize that



through reading it's possible to gain great ideas that are thought-provoking and inspiring young readers to try writing their own stories.



We began this term reading and discussing about the brilliant books written by Kobi Yamada and illustrated by Mae Besom which convey great messages to not only children but to adults as well. These stories challenge and

motivate every reader to recalibrate their thinking, beliefs, creativity, encouraging us to broaden our perspectives, shape our outlook, and realize that problem is an opportunity to grow brave and strong.

Novel Study – Bridge to Terabithia written by Katherine Patterson is the novel children have been reading and discussing. This novel was chosen specifically as it examines the growing friendship between the two main characters, a relationship that affects other aspects of their lives and this novel helps one learn every

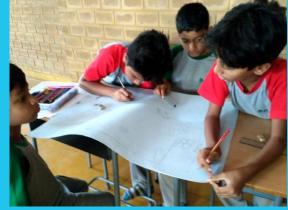
about the power of imagination, the joy of friendship, and accept that tragedy is also part of life.

Besides reading independently or as a group, children are learning to summarize the chapters, make note of

unfamiliar words and its meaning in context (dictionary skills) as well as understand

the usage of types of sentences (simple, compound and complex) and figure of speech (simile). They even wrote about their goal as well as an animal 'they wished they could be' if they were not a human adding their explanation.





NUMERACY

SUNBIRDS

Our Sunbirds children began the new term learning about the application of simple addition in their day to day life. Connecting to real life situations, the children made word problems on addition, working hands on with snap cubes, drawing the problem and then arriving at the solution. The entire learning focussed on strategy, math vocabulary, and making connections between math and everyday life.

The children were exposed to multiplication through the strategy of counting in groups. They made groups of two using snap cubes (two one time, two two times) till 10 groups and observed that the activity was similar to skip counting which they had done during the last term using the hundred chart. Apart from skip counting, the activity also focussed on ordinal position of numbers for eg, how many snap cubes in the second row or how many cubes in the 9th row? During the activity, the children observed that the towers were becoming taller by counts of two. Smrithi and Durga observed, "if we add two more, we go on to the next position while if we take

away two we go to the previous number. Gradually, we also discussed the nature of the number, that is odd or even and they observed that all the numbers in groups of two are even numbers.

The children also engaged in making patterns using the different foam shapes. Line patterns help the children to learn sequence and predict patterns. Questions such as "what comes next", "what comes in the 5th place" involve the children in thinking logically and sequentially and brings about a sense of order in the child's domain.



KINGFISHER

Kingfisher children began the new term with recap on the basic operations of addition, subtraction and multiplication and connecting them to real life situations. We touched upon the concept of division, connecting the concept with multiplication. They worked with manipulatives to make word problems on multiplication and division.

We also touched upon the concept of symmetry for both the groups and discussed symmetry and its importance in reference to real life situations. The children made their own drawings of objects and shapes which demonstrate symmetry.

Fractions is the topic that we are focussing now and the Kingfishers and Swallows had great fun learning about fractions using the foam fraction parts. They learnt half, quarter,

one-third, one-fifth, one-sixth and one-eighth through the manipulatives. During the activity, they also learnt addition of two fractions with common denominators.



As a fun activity, the children created beautiful designs and patterns using the foam shapes, carefully examining each shape and combining them with other shapes. They learnt about edges, vertices and lines while making the patterns.

SWALLOWS

Group I children began the new term with recap on the basic operations of addition, subtraction, multiplication and division and connecting them to real life situations. Using the base ten manipulatives, we worked upon different strategies to solve subtraction problems with regrouping. To understand the concept better, then children made word problems on subtraction with regrouping. They also learnt division problems



with and without remainders, understanding the connection between multiplication and division. The children solved several exercises on number concepts in their Level up Math books.

INQUIRY

Living and non-living is the topic for inquiry for our primary programme for the new term. "What are living and non-living things" was the first question that the children pondered over in the beginning of the activity classes. The children declared that they we all are living things because we breathe, eat, walk, move and laugh. One interesting fact that Ahan shared was plants are living things but paper is a non-living thing. He deduced that things made from living things are non-living, because they are then processed in the

machines and so become non-living. We gradually built up on what they already knew and explored the presence of sense organs in living things and the way we respond to stimuli.

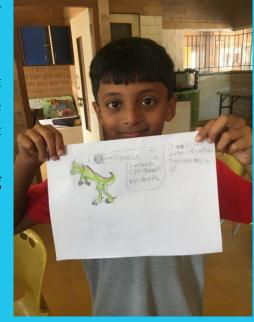
The children gave various examples of responses to stimuli. They pondered over how each sense organ responds to different kinds of stimuli. Kiasha described a beautiful garden with pretty flowers, and how we feel happy when we see those flowers with our eyes. Ahan said, "during big weddings, the dholakwalas play the dholak so loudly that we immediately close our ears". Eshan and Anmol spoke about how we close our nose when we smell garbage. It is amazing how they are connecting responses and stimuli to their everyday life.

Amongst the Sunbirds, Vishakh mentioned "eating plants" which eat up bees and other insects. Durga, Teesta, Smrithi discussed how living things eat, talk, sing, dance and cry.

The children created their own living organism and described the sense organs and other parts of the body of these organisms. They also created 3-D models of their living organisms and named them as lion fairy, frocodile, unidragon mantis, and gingerfly. The juniors, at their creative best, made dogman, flying cat in the rainbow, flying flower butterfly, bunny

lion and a giraffe with a trunk.

While creating their living organisms, the children from Kingfisher and Swallows got curious about how animals move. Curiosity leads to inquiry and discovery, and gradually the children became aware of the skeletal framework in their body and how the bones give a structure to the body. They learnt about vertebrates and invertebrates and discussed the way the different animals and creatures move. The children are now exploring and learning about habitats. They watched videos and are reading books about different kinds of habitats.









DISCOVERY

The term geared up with the theme Africa for discovery. We had an introduction class to know what children knew about Africa. The answer was, 'Africans are tall, strong built. Africa is the origin of human, there are tribes, and the biggest river in Africa is Nile. Africa has many football countries. I've seen many Africans in Bangalore. African drums are famous.'

With that short introduction, we presented a ppt on Africa. It is a brief outline about the people, culture, countries, tribes, jewels, music etc. The children are thrilled to see picture of African tribes with the lip plate. They had questions like, "how they eat, talk, sleep....with the big plate on the lips?"

SUNBIRDS

An activity on African cave art on sandpaper, made them enquire what is the purpose of painting on cave walls? How did they paint or carve on cave walls and where did they get the paints from? After an elaborate discussion, each child painted on sandpaper, the African people, huts, animals, weapons, desert.

The children are excited when they were suggested to transfer their discovery classroom into Africa. One such activity is to create Zebra and Giraffe on the walls. Children are asked to paint black stripes on a plain white paper and assemble like zebra with the face, body, tail, legs.

The best way to remember African countries, is to paint its flag individually and label them. Children chose to paint their favourite African country flag. We also learnt why the flags are so vibrant and what each colour stands for.

When an Information shared and discussed in the form of an activity, it has a great impact in the depth of learning.







KINGFISHER AND SWALLOWS

The children had watched a ppt. in which they were shown pictures of the kente cloth but we used the idea of kente cloth with paper and they learnt to matt a kente cloth. They did not use the typical colours used in the African cloth but they did try to make patterns - using lines, curves and shapes on the strips.

This activity took the children 6 classes to complete, while we wondered how long it takes the people of Africa to make a piece of Kente cloth.

The children chose beautiful combinations of colours to create their Kente mat. Each of them looked vibrant. These were individually created and as a group they coloured the background for the mat, which looked beautiful and merged well with the mats.



They created beautiful sand paper art with figurines from Africa, like the wildlife, people of Africa, a scenery. Alongside they also mapped all the important states of Africa using different colours on an outline of a map.

We went on to making African masks with paper. Some of them found it interesting and said that they would make a bigger one at home to wear it like an actual mask. Making these masks wasn't as easy for some of them as it was a challenge to use opposite colours. To get a symmetrical shape for the face, we folded the paper in half and drew one part of the face, held it against the light and traced over on the other side. Children were quite fascinated with the idea of how they got a symmetrical face so easily. Each child picked two colours of their choice and created beautiful masks, each one unique using different shapes for the features of the face. Some of them even went on to using patterns like swirls, zigzag lines.







PERSONAL EFFECTIVENESS

SUNBIRDS

My kids and I are always excited when we have our Personal effectiveness class. It's a very interesting class where kids get to explore, learn, imagine, and they get to develop their own individual personality. It was Monday morning and I was waiting for my kids with some interesting games. We had some unexpected furry cute looking guests at our school. Guess who!!! They were kittens. My students were excited and came running to me and they wanted to build a home for the cute ones I was happy to know and wanted to see how they quickly they would design their home. They quickly got into groups and started building the home for the kittens.

It was wonderful to see them design and build the house as a group, as a team.







KINGFISHER AND SWALLOW

The focus for term 2 in personal effectiveness was personal well-being, activities with an objective to build team spirit, collaboration. The children did 5 minutes of silent meditation and breathing exercises every class. We also did a few basic exercises and basic yoga to help them calm down after their break.

The children always wait for the Friday Personal Effectiveness class as it is activity day. We played three games during this term –

Individual game -The first was to increase speed and concentration where children sat in a circle and had to keep rolling the balls that came their way. There were a few rules by which they had to play or else they would be out.

Team games: Newspaper activity – Dress Up – the children were divided into groups with about 5 to 6 six members each and they were given 15 minutes to dress up one of them with just newspaper, without using pins or any stationery.

The other Newspaper activity was building a structure using only newspaper and nothing else.

We also played a paper cup game. Each team was given 25 cups and they had to keep moving it from bottom to top until the found the cup with a black line draw around the rim of a cup.





COOKING

Cooking always provides children practical experience with several essential skills such as reading and following instructions and measuring. It also helps them develop pride and confidence in their skills and abilities. Our primary children have been baking eggless banana walnut and vanilla cakes for all the children in the school for snacks. As the children also get to eat their baked products, they learn to evaluate and assess the finished product and are capable of making changes to the recipe as per their evaluation. The group activity also facilitates team building among children and motivates them to work with each others' strengths.

THEATRE

The primary children have been doing several warm up theatre exercises in their theatre sessions for Buddhi's upcoming annual production. They worked on several skills such as movements, communication, gestures and their speech. The children have different

roles to play in the production. They are working hand in hand with the middle and high school students to make this play worth watching!!

GARDENING PROJECTS

We had a great experience last term doing gardening. With the continuing excitement and zest among us, this term as we decided to decorate our school garden. We had planned a variety of activities. We thought of making different models with pots and other gardening materials those are permanent. We also planned to plant trees in the campus, creating our own outdoor play area and to grow a few flowering plants.

Visit to the nearby nursery

Our first outdoor was a trip to the nearby nursery to discover the pots that suits our needs. We took a leisurely walk. We found variety of pot models. We bought a few and also ordered some as we desired. We saw them creating pots of different sizes and shapes with cement mixture. They were swift in delivering, as it was close by. We received it in a couple of hours. That was helpful as we were able to start working on it the very next day.



Minion with pots

We had an idea of making minion with pots. Children were excited to create it as minions are everyone's favourite. We placed two big pots, (base touching each other) then painted with permanent colors yellow and blue. With several holes all over the pot, we

created the hands and legs with small pots, painted and attached to the big pots. Now the minion is ready. We filled the upper pot with mud and sowed seeds to create the head of the minion when it shoots. We planned to create one more as it was easy, beautiful and children enjoy doing it.

Human model with pots

Similar to the minion, we created a human model, painted in brown and decorated with colors all over the body. The hands and legs were fixed. Finally the pot filled with mud and sowed the seeds for the head.



Mushrooms with pots

One of the models we planned to create is the mushrooms. We bought shallow pots so that when we flip it, it can be decorated into mushroom. We painted the pots like lady bug in the lawn. We are waiting for the exact size logs for the pots to be fixed on it.

Turtle with pots

Big shallow pot was painted in green patches all over outside and flip it to be placed on the lawn. The next big size is also prepared in the same way and placed on top of the first one. A small round shaped pot is painted fully green and attached to the top pot to create the face of the turtle with the help of the loop and rope. Now the turtle model is ready placed in the corner of the lawn.

Trip to Lalbagh

The purpose of this trip is to get the children look at massive gardens and vast variety of plants. We took a leisurely walk to see the beautiful lawn, bonzai garden, cactus house, raw structures for the flower show at glasshouse, a small cliff and the nursery. We bought a few saplings and seeds for our school.



Planting saplings

We bought a few saplings during our trip to Lalbagh. The trees that suit the weather conditions and needs minimal care. We choose to buy wild almond, jackfruit and mango along with few flowering plants, creepers and seeds. The children experienced the difficulty in planting a sapling. They dug the ground deep enough, cleared small and big stones, carefully slit the sapling cover, place it perfectly, fill the soil and water it.

Prepare your salad

The children love to prepare and have the sprout salad. This term too they wanted to prepare it. They washed and soaked the green gram dal. Next day, drain the excess water and cover it (not airtight). Each day observe it sprouting. In a couple of days it had fully sprouted and ready for the salad. We used carrot, cucumber, lime, salt, chat masala with the sprout to make the yummy salad and had it during the lunch.



LOOSE PARTS

Peekaboo I see you

The children were excited to see the hoola hoop and the bundle of colorful ribbons. They were curious about what they were going to do with it. When they see the model they are going to create, the spirit ceased them. They tied colorful ribbons randomly all over the hoop with one side hanging down to the floor when placed high in the air. Then we tied it on to the roof of our gazeebo. We experience the flowing excitement when they play with it.



Water wall

A model created using pipes, funnels, empty bottles on the railings at the gazeebo. We tied it with the rope to attach the pipe, bottle and funnel. The children pour water at the top end and observe how and where it ends up. It was a great learning experience for the children and teachers as well.



Step on different surface

This is a kind of play, where children get to step on different surfaces and sense the difference. We used big tyres in a row, filled with different materials like sand, stones, water, lawn, sticks/bamboo. The children get excited when they step on each tyre in a row.

SENSORY INTEGRATION

Fine Motor Skills

Weaving

Weaving is an activity that helps children develop many other important skills.

The act of weaving strengthens hand-eye coordination and visual tracking.

Holding the material being woven between the fingers and thumb helps develop hand muscles that are necessary for writing and improving fine motor coordination.

It can also help a child increase their ability to concentrate on a task for longer periods of time.

As they choose colors and create patterns they will be learning to express themselves and even problem solving. And that final product is sure to give them a sense of accomplishment and help increase their self-esteem.

Children chose colors and weaving of friendship band was admired and shared.

Frames

Frames of shapes were given to outline and draw lines as close as possible. It is an activity to acquire mastery of the hand in using a writing instrument and direct preparation for writing ONLY.

Activities like paper cutting, making of paper boat and flower, threading of various sizes of beads were refined.

Social Science: Land and Water Forms

Geography helps children place themselves on Earth, fostering care for the rivers, forests, oceans, and peoples.

Bring the abstract to concrete, a Practical Life exercise, as the child pours water into the forms, the child has the sensorial impression of, for example, an island and a lake.

This topic made the children recognize between an Island and Lake; Peninsula and Gulf.

All the models were made of sand and water, it was an exercise to develop Fine motor skills, Sense of touch, Eye and Hand coordination, Promote creativity and imagination through developing stories, Language Development.

Exercises of Practical Life

They are Exercises so the child can learn how to do living activities in a purposeful way. The purpose and aim of Practical Life is to help the child gain control in the coordination of his movement, and help the child to gain independence and adapt to his society. They allow children to develop a broad range of important skills to control, awareness of their environment, responsibility, to develop and refine motor skills and hone muscular control.

- Bookshelf was organized.
- Drying and Folding of napkins.
- Readiness of Stationery items (Sharpening of pencils, Checking for the sketch pens).

Literacy

We read books and focused on remembering characters, their backgrounds, history as well as the sub-plots that weave their way through every story. Children practiced their reading through the RAZ-Kids online program

Math & Sensory Integration thru Cooking

Mathematics: Cards and Cubes - bring the abstract to the concrete, allowing a child to feel the units as they count. Where the child places the cards in numerical order from I to I0, the cubes represent one unit, places the cubes according to the number, this reinforces the fact that each number is made up of different quantities. So, naturally, the child begins with I.



Chocolate balls: Chocolate balls were made in the dining area with a focus on learning measurements

Math: I cup of biscuits is to 4 spoons of nutella, to feel the texture (rough, smooth, sticky, crunchy) and sequencing.

Relevant worksheets were provided to improve the above mentioned skills. Children further practiced math skills through the MathBuddy online program

Lemonade:

Lemonade was prepared with focus on Math skills - counting, sequencing, measuring and shapes, Chemistry and science, including making predictions and understanding how food changes while cooking and increasing vocabulary.

Alu Dhahi

Alu Dhahi was prepared in the dining area, the children had an opportunity to feel hot potatoes, cold curds, hot crunchy groundnuts and how the mixture of hot and cold will enrich the taste of the food which makes it suitable to eat.

Peeling of peas

Children were encouraged to peel the peas, they were informed to be aware not to crush the peas while peeling. Concept of countless was educated .

Sensory & Proprioceptive Integration:

Children were exposed to Balance board.

Visual form constancy: Form Constancy refers to the ability to recognize and label objects even when they are viewed from a different angle or in a different environment. Worksheets were given to analyze form constancy and will proceed further.









ART AND CREATIVE EXRESSION

EARLY LEARNERS

In the art class, children come looking to use different types of art supplies. Before we began preparation for our annual production, we had a couple of classes in which they did balloon art, symmetry and colouring. The children helped with painting sheets that were used for the rocks for the 'Cave'. They even painted the blue and fusia colours on sheets of paper, which were later cut out to use to make invitations and on the pillars. They also strung beads for the treasure boxes and for the market scene. Our toddlers were very busy bees in contributing largely to the annual production.

BALLOON ART

I wanted the children to have fun doing art and wanted to break from the usual cutting and pasting or painting with the brush. As I was looking for something to do on the internet, I stumbled upon this fantastic idea of using balloons as a medium to paint. As we all know, children love balloons, the primary attraction of every birthday party are the balloons.

My colleague and I blew up the balloons to a size that would be just right for the little hands to hold, dip it in paint and bounce it on the paper given. They loved the idea and

enjoyed squeezing the balloon which is a great gross motor activity too. Some of them used two different colours and some used three, while some liked putting one colour over the other just to see what it would look like. They didn't just have a great time doing the

activity but washed their respective balloon and ran out to play with it.

It was indeed a joy, watching the kids have the time of their life during this art activity class.





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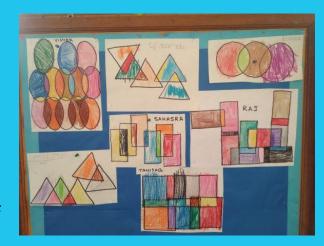


SWALLOWS

GEOMETRIC ART PROJECT: Each child was given a sheet of paper and asked to choose a 2D shape. They traced the shapes such that they were interlocking each other. The instruction given to them was to colour each part with a different colour.

Most of them followed the instruction, while Iktara was the only one to colour a couple of shapes with different colours. It looked beautiful.

It also gives one an insight into how the children hold or have a grip on the pencil. Some of them were light, while some bold because of the pressure.





Most of the children were able to follow instructions, some of them lost patience and took three classes to complete it. Abhidyu did not want to finish it.

Smriti and Teesta filled the entire paper with the shapes they had chosen and had coloured it bright. Rajsimha traced a few and did not want to do more. He completed his work with the shapes only at the center of the page.

This project also gave me an idea as to the patience and focus each child has on the given task, the direction in which they colour, love for art, the urge to complete the

task, detailing in art (some did not interlock it very close to the corresponding shapes as it would take longer to finish). The outcome of the project was brilliant pieces of art and an understanding of each child a little more.

TREE OF LIFE: Inspired from Gustav Klimt's, The <u>Tree of Life</u> represents wisdom, protection, strength, and beauty. It reaches up into the sky and down into the earth. It links Heaven, Earth, and the Underworld Group 3A did a Tree of Life in the art class. The children saw a ppt. of the Gustav Klimt's work and specially the Tree of LIfe.

The children tore sheets of fluorescent paper into smaller pieces.

Then, I asked the kids to cover the entire white paper with fluorescent paper.

- They brushed a thin layer of the glue mixed in water to make it runnier to spread over the white paper.
- They lay one piece of coloured paper down at a time.
- When filled, they let the papers dry.
- The students paint a "Y" shape on the middle of their tissue paper collages (using poster paint)
- They then added swirls to the ends of the "Y" toward the top of the Y and below they decided to draw diagonal lines instead of swirls like Klimt did.

Although the children had watched the ppt. But they were so taken with the way the art piece materialized into something beautiful when the tree was painted on the bright coloured paper. They were amazed

KINGFISHER

We began with geometric illusion art where children were given Icm xIcm checked sheet. They traced their hand and used different colours outside the hand and different on the inside to create an illusion. It was a little hard at first but then they got the idea and enjoyed doing it.





Kingfisher and Swallows were given A4 sheet art paper and asked to use two shades of the same colour or two different colours and paint it. They let it dry and then on another sheet they drew a picture inspired by nature and draw and doodle inside it with a black marker. They cut it out and

stuck it on the sheets.

The children enjoyed working with water colours. Since they have done doodling before, it came easily to them and created beautiful pieces of art.







The Kingfishers and the Swallows created 3D city models using a template, coloured it, cut it out and stuck it together. This was one of the activities, both the girls and the boys enjoyed doing.

All the children enjoyed using crayons to draw and colour the sandpaper given to them. It was an entirely new experience for all the children as they had never tried this before and were thrilled to do it.

