



# The D.A.V. Digest

D.A.V. Montessori School Newsletter

April 2015

## Message from the Director-

Open house, Father's day and Trike-a-thon were all successful events of last month. Thanks to the teachers and parents for all the support. Looking forward to a wonderful April.

Enjoy the newsletter !

### Class Pictures

April 1<sup>st</sup>, Wednesday

Class pictures will be taken.



### Spring Picnic & Egg Hunt

April 2<sup>nd</sup>, Thursday

Students bring sack lunch and weather permitting we will picnic outside in the school yard. Students can dress in their spring clothes and bring 12 plastic eggs filled with small items like stickers, erasers, bracelets or any other small trinkets and a basket.

### Earth Day

Earth Day is an annual event, celebrated on April 22, on which day events worldwide are held to demonstrate support for environmental protection. It was first celebrated in 1970, and is now coordinated globally by the Earth Day Network, and celebrated in more than 192 countries each year.



**April is Autism Awareness Month**  
Putting the pieces together

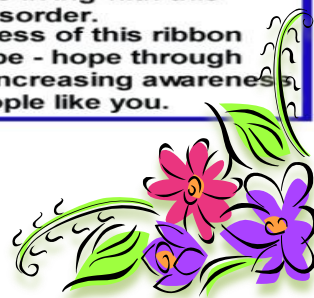


#### The Autism Awareness Ribbon

The puzzle pattern of this ribbon reflects the mystery and complexity of autism.

The different colors and shapes represents the diversity of people and families living with this disorder.

The brightness of this ribbon signals hope - hope through research and increasing awareness in people like you.





## Learning a language

**“One language sets you in a corridor for life. Two languages open every door along the way”**

*Teaching a language is, for me, first and foremost drawing the child into the world of the new language. If you speak a language other than English the child has a huge advantage. After all it is through a varied set of experiences that we acquire our first language.*

### HOW KIDS LEARN

*If I am to teach how different tastes are called in Hindi, then I would not hesitate to pass around items that are examples of these, talking about it as naturally as possible in Hindi. Such an experience renders superfluous the list of ‘taste’ words with meanings provided. If parts of the body have to be learnt, I would invite my students to follow directions for doing some physical exercises, in which different parts of the body form the focus of the discourse, newer ways of looking, not just at the material to be taught but the role of the teacher and the learner in the classroom. I feel that the teaching of any language can be enriched if the teacher is aware of these approaches, and is able to independently evaluate their relative strengths and shortcomings.*

*In terms of the psychology of the learner of Hindi, it is important that the student experience most of the time a sense of ‘success’ in the use of language from very early on. Some tips to ensure success in learning of second language - start early, the more your child speaks to a native speaker the better, provide fun and interactive language learning environment (e.g. music, dance, films). Maintain a positive attitude toward languages and cultures children learn.*

### CHALLENGES IN HINDI LEARNING AND HOW WE CAN OVERCOME THEM

*Phonetics poses another set of issues. Students’ ears need to get attuned to the sounds of Hindi (some of which may not exist in the first language of the learner). Very often students are simply unable to hear the distinct sounds of Hindi and therefore are unable to pronounce these accurately. A memory bank of sounds, words and images can be created by the use of artifacts from popular class jingles, a few lines from common culture songs, riddles, slogans, tongue twisters, even silly noises made by birds and animals etc. What is essential is that students enjoy rolling these off their tongue and thus have no difficulty in committing them to memory. When Hindi is being taught to students who have very little or no exposure to this language outside the classroom setting, creating an overall design of the language curriculum is important. Repetition and singing out the rhymes, along with jigsaw puzzles and games - all activities belonging to the domain of ‘play’ - are incorporated into this first level. My initial idea in having children repeat and memorize these alphabets and different rhymes was not only to introduce the various letters of the alphabet, but also to create a memory bank of vocabulary which, while not necessarily appropriated fully by the child at this level, would serve as a reservoir in her later learning.*

### Activities Enrich the Process of Acquiring a New Language

***I hear and I forget***

***I see and I remember***

***I do and I understand***

*An activity is a classroom process in which the teacher gets the children ‘to do something’ which:*

- Gives children a chance to apply the content of a lesson (like a poem introduces new vocabulary through a communicative situation etc.) to create or express something of their own e.g.: hum bhai hum rhymes, making diya for Diwali)*
- Activities can be done individually, but are best done in groups. Activities provide the occasion for bringing in a rich multi-sensorial input (taste, smell, sight, sound).*
- Doing activities in a language class provides the occasion for the child to make connections between what he has learnt and the reality of a given task.*





## ***Using Games in the Hindi class***

*Games and activities play a vital role in learning – whether that of adults or children.*

*Language class is a space that lends itself to the use of games at any stage of learning very readily.*

*Through activities children learn to listen carefully to instructions, imitate, repeat and even express encouragement and appreciation to each other.*

### ***Why games?***

- ✓ *Playing games allows learning to happen in a non-stress atmosphere;*
- ✓ *Boring tasks of memorization can become not just palatable but exciting if done through games;*
- ✓ *All children like to ‘win’! In wanting to ‘win’ while playing games, children stretch themselves to understand and apply concepts that are otherwise difficult for them;*
- ✓ *Games put children in an active mode of ‘high alert’ as opposed to the passive mode of receptivity;*

*When dealing with young children, I have noticed that games based on the principle of exclusion (where children need to get ‘out’ at various stages) lead to an unhappy end. Therefore games based on co-operation are more popular and the only ones played in Hindi class.*

### ***BENEFITS OF LEARNING MORE LANGUAGES***

*Learning a new language/languages help the child to make connections. If they can determine that there is more than one way to get across, they will realize that there are many ways to solve problems. It allows the child to think outside the box. It helps gain memorization skills. Language skills build self-confidence and expansion of knowledge can help students in real life situations. By learning Hindi you can better connect your child to India and our rich culture.*

### ***What are some ways of reading out that are meaningful and enjoyable for young children?***

*One thing that young children love is having the same story read aloud to them again and again. In a new language, this is definitely time well spent, for this permits the vocabulary and syntax of that story to become well imprinted in the child’s mind*

### ***What is the place of adults reading to children in the development of language?***

*Being read to is a primary source of rich language inputs and familiarity with the sounds and words of a new language. Dual language development requires the conscious efforts, reinforcement and support of parent, teachers and family members (Ref. Tabors 2008).*

*Finally, the success of a language class is reflected when the teacher have been able to establish a classroom atmosphere such that students want to come to the class, feel that their voice is heard there, feel free to share little bits of their lives outside the classroom with the group, feel safe enough to take risks in expressing themselves in the new language, have a sufficient sense of challenge in the activities proposed, have a growing sense of competence in using the language, and have developed a curiosity and an empathy for the culture from which it emanates.*

**----Ms. Uma Jajoo, Hindi Teacher**



# FUN LUNCH RECIPE

## Corn and Spinach Sandwich

### *Ingredients:*



Bread Slices	4
Sweet corn	1/4 th cup
Spinach, chopped	1/4 th cup
Grated cheese	2 tblsp
Butter	To spread on the Bread
All-purpose flour	2 tsp
Milk	1/4 th cup
Oil	1 tsp
Salt, Pepper and Oregano	To taste



### *Method:*

In a pan add oil and add corn kernels and sauté for a minute, add spinach and do the same. Add salt, oregano and pepper to taste. Cook for a minute and put off the flame.

In another pan, add butter and flour and sauté till it mixes well. Add milk and cook in low flame. It will reach a paste consistency. Now turn the stove off and add the corn and spinach mixture to this. Also add grated cheese and mix well.

Spread butter/ oil on a bread and spread this mixture on one side.

Cover with another bread on top and cook in Sandwich maker or Tawa.

Corn and Spinach Sandwich is ready to pack for lunch.



## Dates to Remember

April 1	- Wednesday	- Class Pictures
April 2	- Thursday	- Spring Picnic & Egg Hunt
April 3	- Friday	- School holiday for Good Friday. No childcare.
April 6 - 10		- IOWA Testing for KG students
April 13 - 17		- IOWA Testing for 1st, 2nd and 3rd grades.

