

SURKHIYAN सुरखियां

**NEW YEAR'S
RESOLUTIONS**

**WHARTON INVESTMENT
CHALLENGE**

**CAS ART
EXHIBITION**



**EARLY YEARS PE
CLASSES**

CHOCOLATE-Y STARTS

**ISOLATING BACTERIA
FROM SOIL SAMPLES**

GICLM Welcomes in 2022!

Wishing everyone a Happy New Year! The month of January at GICLM was a power-packed one, with a range of activities in all sections. In Preschool, we had our little ones being introduced to the Letter 'R', and learning to draw scenery in Art. Like always, our Preschool Department was very creative and conducted craft activities where students prepared colourful, vibrant kites and also had some Republic Day celebration activities in their classes.

In Primary, Grade 2 studied how to spot dangers at home, while Grade 3 dived into the world of Chocolate for their IPC unit. Also, Grade 4 learnt about 'Sound' through musical instruments.

In Secondary grades, some of our students participated in the Wharton Investment Challenge competition which runs for around three months. It is a simulation of investing and trading in real time using virtual cash. One of the teams participating was also in the top 30 teams worldwide at several points in the competition. They have about 1200 teams participating in this competition globally. We believe in holistic development of our students and involving them in co-curricular activities. Another example of this was when our Grade 6 students learnt about 'Harmony' in their Music lessons.

With the lessons now being offline, more opportunities are available to our students to perform experiments in their Science lessons. For example, our IBDP 2 students conducted experiments in Biology to isolate bacteria from soil samples. Conducting such experiments independently equips the students with the necessary skills to be able to design and conduct their own research at the University level. Also, a group of students from Grade 12 who have taken up the 'Artistic Help' initiative as their CAS project held an exhibition and sold some of their artwork in school. The proceeds of this exhibition were donated to CRY and other NGOs. Students received an overwhelming response and appreciation for their artworks, which motivated their peers to keep engaging in such service activities and contributing to society.

Finally, from 24th January, we had all grades — from Preschool to Grade 12 — attending in-person lessons on the government approved timings. It was really nice to see most of the students attending offline lessons on campus!



Mrs Monika Koradia
Head of School Operations



Parent's Perspective

Amidst the raging pandemic, it was with both great trepidation and hope that we began our hunt for an IGCSE school for our son, Arav. After much deliberation, we zeroed onto GICLM. This was mainly due to the clarity that was provided by every single person we met during our pre-admission visits, right from the security guards, to the Head of the institution. And what a fantastic decision it has been! The school welcomed Arav in Grade 5, and has helped him to adapt to the new setup. Excellent guidance and support was given by all the teachers. Now, after two terms, we are immensely gratified to see Arav enjoying the learning.



Teachers have exceeded all our expectations in conducting online classes. During these emotionally and physically demanding times, they have kept the morale high among the students. GICLM offers holistic development of the child with visual and performing arts, sports, and lifeskills added to the usual academic subjects. The myriad after-school clubs are like cherries on top of the cake.

We are now certain that our life-altering decision has made a positive impact. Kudos to GICLM for helping Arav make the transition!

Sonika Doshi

Grade 6 Parent Representative

COVID-19 surely came with a lot of challenges for us in various spheres of our lives. One of the biggest challenges for parents and for GICLM as a school was keeping the children engaged in online classes, along with maintaining high standards of education. The challenge continued as the duration of the pandemic kept extending and restrictions on opening the school remained. Online classes for a prolonged duration was crucial for students in higher grades who are at the turning point of their academics, like Grades 10 and 12. The team at GICLM has undoubtedly worked hard to deliver high quality education to the children while the schools remained virtual for over these past 18 months.



Head of School, Mr Ian Davies, personally reached out to parents through family meetings to talk about building individual student profiles to prepare them for university admissions and beyond. This really assured us parents that our children are getting the appropriate and timely guidance with respect to preparing them for their career paths.

In October 2021, when the state government lifted the restriction and allowed opening of the schools for secondary grades, GICLM ensured that the transition from online to offline would be seamless. The COVID protocols such as regularly sanitising the school and classrooms, fortnightly RT-PCR tests, and weekly antigen tests, ensured a COVID free zone for students and thus relieving the parents about the safety of our children at GICLM.

The first day of getting back to GICLM after more than a year's gap was emotional, as the students were surprised with a hearty welcome including beautiful decorations at the school. Both parents and children are happy to be back at school. It was an overwhelming experience for students. There were mixed feelings of excitement, joy and curiosity among students, parents and teachers at GICLM.

In-person learning has helped students interact directly with teachers, which has helped in greater understanding of the concepts. We as parents can now see that our children are able to concentrate more on learning, as there is less distraction when compared to online schooling from home. This, along with the practical setup at the lab has helped our kids validate the science concepts learned as well.

With the current focus of extending class timings for Grades 10 and 12, teachers will surely have a great impact on learning. My daughter, Pahal, is able to understand the basic concepts and revise her learnings under supervision. I would like to take this opportunity on behalf of the Grade 10 parents to appreciate the continuous and ongoing efforts taken by each and every teacher to help our children continue their education seamlessly during this pandemic situation. A BIG THANK YOU TO TEAM GICLM for helping in shaping the future of our children. Wishing the school continuous success ahead!

Rushali R.Thakkar
Grade 10 Parent Representative

The Letter R

Nursery students at GICLM are learning their letters. This month, tutors taught the letter 'Rr' by showing alphabet songs, letter 'Rr' worksheets, flash cards, a Mr Little R story for kids (the story included the objects that start with letter R), and also by doing cute letter Rr activities in their drawing books. Tutors used the 'Rabbit Craft' to carry out an engaging task which focused on the letter Rr! Have a look at all the fun!

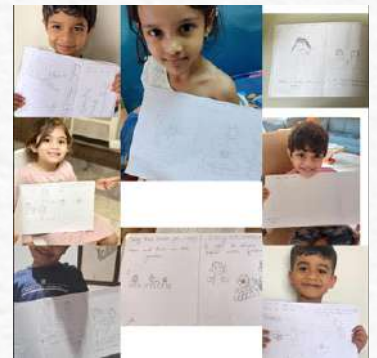


Nursery

The Importance of Friendship

Friendship is vital during the early years because this is the time children learn about the 'give and take' of relationships. By sharing experiences, feelings, and interacting with one another, children learn how to meet the social needs of others as well as their own.

'The Magic Window' is a short story to teach children that true friends cheer you up in your worst moments. As a part of this story, the tutor went on to discuss different emotions. Later, children drew one thing that could make them happy, along with one thing that they could do to make others happy.



K1

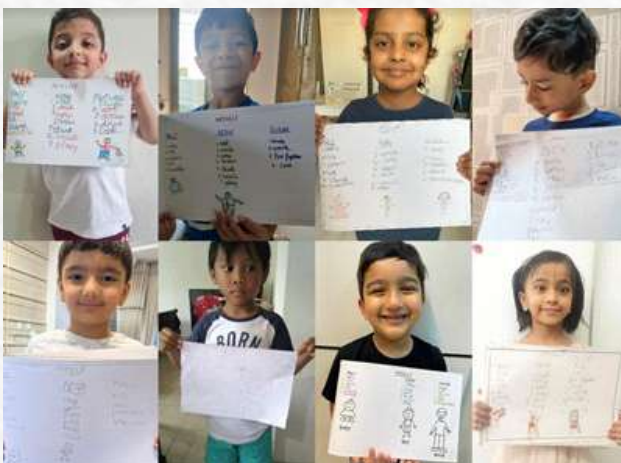
Scenery



Art activities have numerous benefits like improving fine motor skills, increasing attention span and nurturing creativity. Manipulating and holding crayons in a certain way to get the desired outcome also helps in developing grip strength. Here's a glimpse of our K2 children portraying beautiful scenery using different shades of colours by following the tutor's step-by-step instructions.

K2

Brainstorming (Past, Present, Future)



As a part of the Garodia FinlandWay activity, K2 students were encouraged to think about what they could do as a baby, what they can do now (as six-year-olds), and what they will be able to do in future (as they proceed to higher grades). This encourages creative thought and helps children to build on and develop higher-order thinking skills.

K2

Happy Makar Sankranti!

Celebrating festivals in school brings awareness and builds cultural belief in children. We at GICLM believe in the uniqueness of each child and push children to become the best in their own way. Our students and tutors had a sweet little celebration online by watching Makar Sankranti stories, and creating colourful kites out of their craft supplies. Take a look!



Happy Republic Day!

Republic Day art and craft activities and conversation took place with patriotic fervour in our Early Years classrooms as the children learnt about India's freedom and the Tiranga. They also saw a video based on Republic Day and had lots of fun doing different art and craft activities too!



Early Years PE Classes

***"I've failed over and over again, and that is why I succeed."* – Michael Jordan**

The PE sessions for the Pre-Primary section have been an amazing experience so far. Students have been extremely enthusiastic this term. Indeed, students are always very keen to learn various activities and games. For example, during the month of January, we did various activities such as balancing and agility drills with balls. Our youngest students are always ready to learn and improve their physique, which will surely help them in their future endeavours and in bettering their concentration skills. Due to the COVID-19 pandemic, the mental fatigue caused by technology is eradicated on the days the students carry out physical activity. PE is a guaranteed way to help students cope with problems such as headaches, mental and physical fatigue, lethargy and the inability to focus on studies, among others.

PE is an aspect of GICLM that is inseparable from hands-on learning. If students must learn, it is both through theory and their own experiences. Furthermore, the "rank-system" plays a major role in our PE sessions, as the students are given ranks according to how they have performed in each class. This drives them to do better and better with each passing session. In addition, the students get overly excited when asked to show the class a particular workout/activity. This too helps them to gain more self-confidence and eliminate any sort of self-doubt when it comes to sports.

In conclusion, exercise is an integral part of a student's life, and I urge everyone to take it up for at least an hour a day. The youngsters at GICLM are living examples of how physical exercise can counteract the physical setbacks the pandemic has brought about — we must all learn from them.



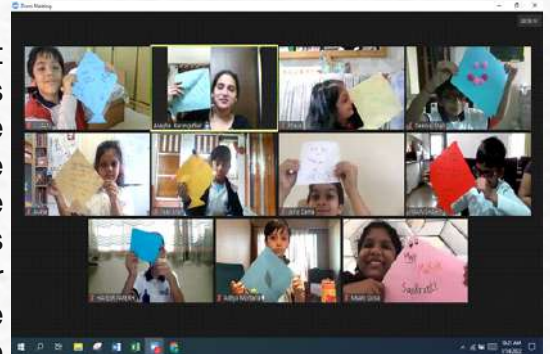
Chocolate-y Starts

With the much awaited reopening of school upon us, Grade 3 dived into the 'World of Chocolate' for IPC this month. Over the holidays, students were asked to read the 'Charlie and the Chocolate Factory' to kick-off the unit. This book took them through a world of imagination. With that in mind, students were asked to create and write about their own characters and rooms to add onto the visit at Wonka's factory. Not only did the students have the opportunity to write about these fictional rooms and characters, but they also enjoyed building them with their classmates during Lego class. The students brought their creativity from their writing to life as they imagined and built various situations with Lego.



Kites Spreading Kindness

On the occasion of Makar Sankranti, the students of Grade 1 had fun making their kites and spreading kindness. As a part of the IPC unit 'Let's Celebrate', they learnt how various festivals are celebrated and how people enjoy these festivities with zeal and enthusiasm. They enjoyed the activity, as they all were excited that they were going to be making their own kite, and even wrote greetings on their kites for Makar Sankranti. They also wrote one wish for whoever would get their kite. Through this activity students were able to highlight the importance of spreading love and kindness to people around them.



Spotting Threats Around the House

Grade 2 was given the task to identify and locate the potential dangers inside their homes for their IPC unit 'Houses and Homes'. They located potential threats and how to make good choices to avoid accidents that may cause danger to them or their families. Take a look at the list of potential dangers identified by the Grade 2 students and how they learnt to mitigate them.



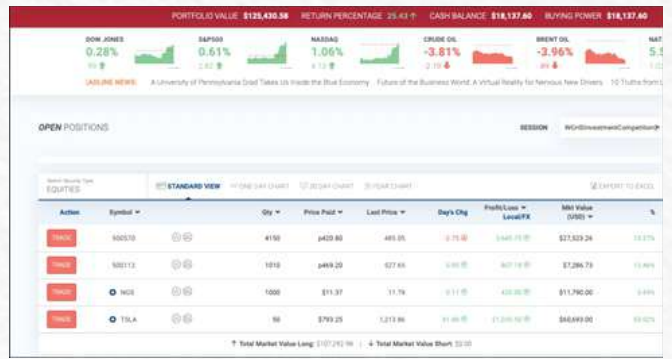
Buzz, Crackle, Bang — Sounds are Fun!

In Grade 4, the Science unit 'Sound' was introduced by familiarising students with different musical instruments that produce sounds. They understood that sounds are produced by vibrations and could also define the musical family terms (string, woodwind, brass and percussion). This activity enabled students to explore how sound is produced and requires a medium for propagation. To translate their learning into practice, students used their new knowledge and skills and created their own musical instruments.



Wharton Investment Challenge

The Wharton Investment Challenge, WInS, is a free, competitive and fun way to learn more about finance and the stock market in the real world. The competition takes place over a course of three months, where teams are given \$100,000 in virtual money to invest in the companies they deem fit. WInS allows students to apply the concepts of investments and portfolio management in a hands-on learning environment while working with real world data, and without risking real money.



There were about 1000 teams participating in this competition across the globe. Throughout the challenge, we enjoyed analysing various industries and making crucial decisions to build a good portfolio for our clients. We accepted the challenge and worked very hard. According to the weekly rankings, we also made it into the top 30 teams at several points in the competition! Not only did we need to calculate the risk before making a trade, but we also meticulously drafted our strategy. Additionally, we came to understand the way in which risk can be minimised, how to take certain levels of risk in trading and we developed a habit of reviewing every decision before making it.

This competition allowed us to boost our research skills to a great extent. The existence of risk and big-money trades took this experience to a whole new level! We learnt how to craft a strategy for our investment and efficiently implement it. We also learnt about teamwork, communication, risks, diversification and industry analysis through this simulator. Though we did not make it to the semi-finals, where the top 50 teams were selected, we had a great time participating in this competition and we are looking forward to participating in it again next academic year!

Chaitanya Ghatty
Siddh Vora
Siddhant Sheth
Grade 10

Harmony

As a part of our ongoing Music lessons, we explored one of the most important and broadest areas of music theory: Harmony. Simply put, harmony is when two or more sounds are played/sung in unison. However, musically and emotionally, harmony is much more. It's how you feel when you play/sing, and how you want the listener to feel. The harmonic choices are what determines if the music feels happy, sad, bright, tense, light or dark.

Divided into three groups, the students of Grade 6 developed an understanding of this concept by learning to vocalise a simple triad (three different notes, Doh Mi Sol / Sa Ga Pa), using a common syllable 'La'. We shifted our root note (C, D, E) multiple times to better suit the vocal range of the entire class and create a beautiful harmony.

Once we trained our ears to listen to our own voice while harmonising, we took it to the next level and applied our learnings to canon singing using a popular rhyme, with the melody line being imitated by different groups at different intervals, thus creating harmony naturally. Therefore, along with developing better aural awareness, students got to work together as a team and see how in spite of differences in their pitched notes, that they can sound very beautiful together.

May peace and harmony prevail!

Mr Ankur Brenham
Music Faculty

The image contains several musical diagrams. On the left, there are four diagrams labeled (a) through (d). (a) shows a treble clef with a C major triad (C, E, G). (b) shows a treble clef with a C minor triad (C, E-flat, G). (c) shows a piano keyboard with the C major triad highlighted. (d) shows a piano keyboard with the C minor triad highlighted. On the right, there is a larger musical score. The top staff is labeled 'Melody' and contains the lyrics 'Ol' man riv - er, Dat'. The bottom staff is labeled 'Harmonies' and shows a circled bass line with chords corresponding to the lyrics.



Winter Reading

GICLM has always promoted reading, as it engages students and expands the horizons of students' minds. Reading is helpful because it exercises your comprehensive and analytical abilities, along with improving your focus, memory, communication skills, and so much more. In the months of December and January, we began a Reading Program for Grades 6,7,8,9 and 11, where we had to read one book every month. Then, based on our understanding of the novel, we had to write a book report stating our likes, dislikes, new words and phrases we learned as a result of reading the book, as well as a short synopsis. Many new and interesting books were introduced to the class, with many of us trading titles and sharing our experiences with the stories we read even after the lesson had ended.



Barbie Vora
Grade 6

Trip to India: an Augmented Experience

Recently, in our Grade 6 Geography lessons, we've been learning "All About India". To make things more interesting, our teacher shared an Augmented Reality Experience with us that allowed us to tour most of India from the comfort of our own homes. This experience enabled us to visit some ancient and historical locations such as the Kashmiri Gate Route, the Old City Gate Route, Rajasthan State Archives Museum, Chowkri Modikhana in Jaipur, and the Ridge Route, all of which were accessible via technology. This augmented experience was very fascinating and a lot of fun. It taught us a lot about the unique Indian cultures around us and let us visit some of India's most exquisite landmarks!



Vihaa Shah
Grade 6

Australia — The Land of Colours

We all can agree that Australia is a melting pot of cultures, painted in bright hues and filled with mesmerising sounds. In order to help us get to know more about this beautiful country, the students of Grade 8 were given an activity revolving around colour and music. We were given information about six colours that represented different parts of Australia, and we had to choose one out of those that we thought would be the perfect escape. Each colour, when selected, showcased a video with 8D audio sound as well as additional reading material. While watching these videos, I truly felt like I was in Australia myself. It provided me with a sense of travel and adventure that I have missed out on due to pandemic restrictions. This task was the perfect introduction to a country as exquisite as Australia!



Jia Sankhla
Grade 8



World of Seven Billion

World of Seven Billion is an international video competition. This competition was enacted to motivate young leaders to make a change in this fragile world. It has two age categories: Middle School (Grades 6-8) and High School (Grades 9-12). For this competition, students had to make a short animated video with their choice of topic. This competition was hosted by Vimeo, and since many families know about Vimeo, this contest was very popular. I was one of the participants in this contest, and I learned a lot about our world and the unfortunate problems we are facing. Indeed, the world will soon fall apart if we don't make a change. Personally, I learned that overfishing was killing thousands of fishes every day. The world is our home, and if the world is giving us all the supplies we need, why don't we give Mother Earth what she needs? The answer is in our hands. Make a change and save the world!

A few of the students who participated in this competition also gave their opinion about what they thought of the competition and what they learned:

Hriday Agarwal (Grade 6) - The world is polluted, and the last thing we need is for that to get worse. Oceans, air, land... everything has turned into a garbage can. If we want our next generation to prosper and breathe natural air, we will have to change our behaviour. All of us are stuck in this pandemic and we are facing the same problems. Since our world has shifted online, we have decided to make a video to spread the methods of stopping pollution. Making a social awareness video is a creative and interactive way of promoting this cause. According to the data I have collected, a large percentage of the world's garbage goes into oceans, and only 20 percent is recycled. Along with the video, we also had to promote one idea of our own that will help reduce pollution. It is important to address this situation urgently. While doing this task, it made me think about what the world is doing to reduce pollution. To conclude, I feel we should continuously think of new ideas and keep sharing those ideas to make our Earth a better place.

Aratrika Patil (Grade 6) - The topic that I did for my video was urbanization. Urbanization is the process through which cities grow and higher percentages of the population come to live in the city. Cities expand their use of land even more quickly than their population grows and create new neighbourhoods that are isolated and poorly designed. Many cities struggle to integrate new arrivals into their urban communities, cutting off people's access to services and employment. One of the main problems that occurs as a result is a poor quality of water and air.

Jia Sankhla (Grade 8) - For this competition, I was paired up with Soumya: one of my classmates. We chose to explore ideas revolving around urbanisation, and specifically landed on "rural-to-urban migration" as the concept for our video. I think that this competition was a great learning experience for me. I believe that this opportunity enabled me to make links between everyday life and huge global issues to help us come up with innovative, practical solutions. I truly got to understand everything that goes into making such a video — right from the research and brainstorming, to the final editing and compilation. Also, I enjoyed learning about the topic in such depth.

Aditya Ghatty (Grade 8) - The World of Seven Billion video contest, which Naman Barola and I participated in, was an incredible opportunity for us to research and learn about important issues that are affecting us today. While creating the video, we were able to research our topic, marine biodiversity, and learn about the issues which surround it due to the global population growth. I believe that learning about these topics and understanding them through a project like this is highly important, and the experiences we had creating the video are useful as well. Participation in the event has greatly broadened my technical knowledge, as well my general knowledge on this alarming topic. I would recommend participation to any other student interested in it, and to others as well who are curious about the world we live in.



Sreshta Kanakadandi
Grade 6



Measuring the Speed We Walk, Hop and Run

While introducing the idea of speed and motion, Grade 7 students were divided into four groups, who were then tasked with investigating the different speeds at which their group members walked, trotted, frog-jumped, waltzed, etc. for a stipulated short distance in the classroom. Apart from learning the use of a stop-watch for measuring time, the students also thought of and discussed among themselves some newer ways of measuring distances. As their choice of length measuring tool depended on whether the distance was large or small, the idea of scale was introduced to them. Here, one group used a fixed scale of one metre, while another used a rope of arbitrary length for measuring larger distances. The activity generated much enthusiasm among the students, and they seemed more than glad to make neat tables and graphs to represent their readings. Furthermore, the activity helped to cement the ideas of motion, especially speed.


In conclusion, the students were able to comprehend and appreciate the practical difficulty involved in measuring time durations, owing to the delay in starting or ending the count caused by reaction time. Thus, their appreciation for more efficient tools of time measurement — like light gates — grew.

Mr Praveen Rana
Physics Teacher


PHYSICS LAB STEPS

Step 7

calculate the speed of the car



Speed = $\frac{\text{distance}}{\text{time}}$



Study.com



Grade 12 CAS Activity

On Friday the 21st of January, Grade 12 students performed a CAS Activity in-person for the first time in their IB Program. The activity encouraged students to stretch their brains and challenge their creativity. Moreover, it imparted skills of precision and due care to the students.

The first step was to select a design and draw it on a white A4 sheet. The designs chosen were intricate and required careful detailing. The next step was to use a cutter and remove the insides of the drawing while keeping the rest of the sheet intact. This was complicated because most of the drawings were very fine and it was difficult to cut the paper in a straight line. However, this is the point of a CAS activity: overcome challenges and put your best foot forward. Finally, the design made was stuck on colored paper in order to highlight the art.

All in all, the activity was rewarding and allowed the IB students to relax. Aarya Salvi from Grade 12 stated, "The activity was a lot of fun! Even though I made a few mistakes, I learned a new technique and spent quality time with my friends. Moreover, it was a great break from the hectic life of an IB student!"



Nysa Phulwar
Grade 12

Revision in Grade 12 Maths Classes

Grade 12 IB students are on their final stretch before their upcoming exams. As a result, students, teachers, and the whole community are all involved in the different programs laid out specifically for preparations. The sacrifices made by students and teachers staying an extra hour in school are commendable. This program from the school is going to be a help in preparing students for their exams. Is it important to revise? Absolutely, YES! Revision can be defined as the act of checking your understanding of content. Revising is the process of re-reading content that is previously done to extend or improve knowledge of a subject. It enables students to be more thorough in the subject matter. This has been going on for the past month by all IB and IGCSE students in preparation for their Maths exams. The following is a list of just some of the benefits of revision:

1. It helps to recall details. From science experiments made, maths skills mastered, business and economics concepts, foreign language and literature, all this will be recalled with revision.
2. It increases confidence in the students, which will allow them to face the questions in the examinations more confidently.
3. It compliments the study efforts made by the students. The more practice, the better.
4. The importance of revision (which our students and teachers are working on at the moment) cannot be underestimated. Timely and effective revision can ensure students secure good grades with minimum exam anxiety and stress.

In the words of one of my past teachers, "Failing to prepare is preparing to fail." All the best students, the whole GICLM community is behind you.



Mr Mark Orcine
Maths Faculty

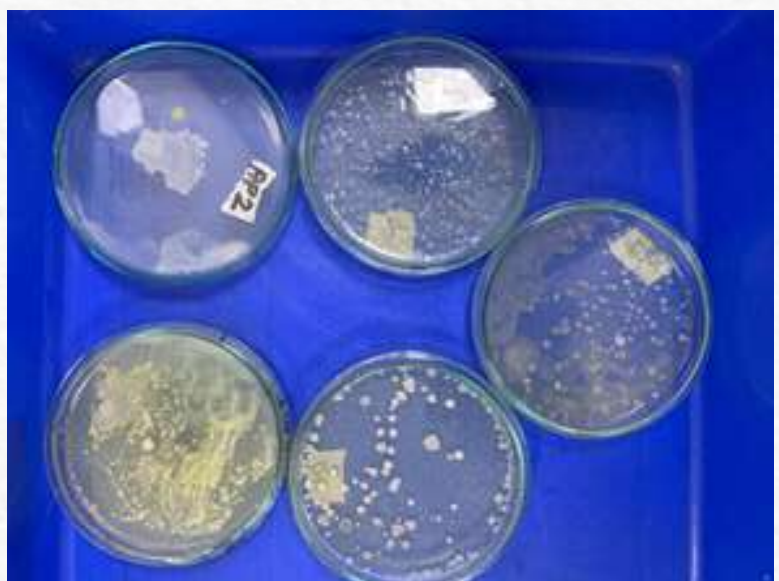
Isolating Bacteria from Soil Sample — Grade 12 Biology Experiment

The process of isolating bacteria can be long and complicated, but when we carried out the procedure in school, we not only learnt a great deal about the intensity and intricacy of microbiology, but also had a great deal of fun working on a new concept!

We spent three days preparing and analysing the results. After being shown how to conduct the practical using videos, we were split into small groups. Each one of us was given the opportunity to prepare media and agar plates. The purpose of this practical was to extract a single colony of bacteria from the soil and I have to say it was fairly successful! We learnt two different techniques in microbiology through this: the pour plate and the streak plate technique.

This procedure also helped us familiarise ourselves with many essential lab techniques like preparing media, serial dilution, autoclaving, and more! This therefore assisted us in becoming more independent when working in the lab, and I am certain that I feel more confident and equipped to carry out my own research at University. Being able to carry out the entire process myself was also an excellent opportunity to grow as a learner. This lab experience has seriously made me consider opting for Microbiology as my future field of study!

Nysa Phulwar
Grade 12



CAS Art Exhibition

The 28th of January 2022 is surely going to be a day to remember in the books of GICLM's history. On this day, our wonderful students from Grade 12 organised an art exhibition including digital paintings, portraits, oil paintings, pastel painting, watercolour paintings, and finally paintings on hard canvases, all made by GICLM student artists aged 5 to 18. This exhibition was an integral part of their CAS Program, in which students have to demonstrate a series of well-considered CAS sequential experiences. This event partnered with CRY Foundation, one of India's largest non-governmental organisations ensuring children's rights, with the proceeds of the event going to them. Grade 12 students who were in charge of this event were: Vaidehi Patel, Ishika Shah, Isha Shah, Rian Sanghvi, Bhavya Doshi and Dhavya Mehta.

Many parents attended this event, due to which a good amount of funds were raised. Students of Grade 12 were thrilled to provide such a platform for young artists where they could show off all their artistic talents!



Jia Suri
Grade 10

New Year's Resolutions

Every year we celebrate New Years on the 31st of December. It gives people a fresh start and a better outlook towards their lives. To help with this, we also make resolutions, which are promises to ourselves to do something differently. The history of New Year's resolutions possibly started with ancient Babylonians, inhabiting Babylonia, a state in Iraq, over 4,000 years ago. Their year began with a spring celebration, making promises to themselves and their Gods to right wrongs and be better. We at Surkhiyan asked some of the students at GICLM what their resolutions for 2022 were. Here are their responses:

The year 2021 was hard for all of us, and 2022 seems to be bringing hopes of returning to normality for all. This year, my New Year's resolution is to start exercising more, and to improve my fitness. Apart from that, I was also delighted to return to face-to-face school, and now I am focusing on putting in my best efforts for my upcoming exams!

Dev Shah – Grade 10

My resolution for 2022 is to become a healthier person by exercising every day and eating more fruits and vegetables. Mostly, I need to avoid bingeing on Doritos. I also hope to become more regular with my studies and have a proper routine.

Anand Waghmare – Grade 9

My resolution this year is to have a positive outlook on all difficult situations, like the pandemic, and to be optimistic about anything that comes my way.

Jia Sankhla – Grade 8

This year I am going to be the best version of myself, work harder to achieve my goals, think positively, excel in studying and love myself more every day.

Vihaa Shah – Grade 6



Riddhi Shobhavat
Grade 9

Republic Day

Republic Day marks the adoption of the Constitution of India and the transition of the country to a Republic on January 26, 1950. The holiday's primary event is a large parade in the capital city New Delhi, which features cultural, historical, and military demonstrations. The Prime Minister will also lay a wreath at the Amar Jawan Jyoti, and observe a minute of silence to remember dead troops, which will precede the procession. Smaller parades, cultural activities, public festivities, and private parties take place around the country as well. Indian folks gather to share smiles, presents, and affection with one another. Finally, the Beating Retreat Ceremony in New Delhi, where bands from the Indian Army, Navy, and Air Force play, brings the celebrations to a conclusion on January 29th.



Drisana Zaveri
Grade 8

Makar Sankranti- The Festival of Kites!

Makar Sankranti is the celebration of the harvest festival. It is also called the Kite Festival in several parts of India. Kites are flown on this day to honour the Sun God. It is celebrated a day after the Lohri festival, mostly in Punjab and Chandigarh. Makar Sankranti is a very auspicious day. It is a festival dedicated to the Sun God, Surya, with blessings for a promising six months ahead.

Sankranti festivities last for two to four days. People worship the Sun God during the festival. They also go for a holy dip in sacred water bodies, perform charity by giving alms to the needy, fly kites, prepare sweets made of sesame and jaggery and worship livestock. This auspicious festival is celebrated across India, and is observed through different customs in each state of the country.

Makar Sankranti means fun to me. It's a festival where we kids can fly kites and enjoy ourselves. Personally, I love flying kites every year on the terrace of my building. Playing kite games with my friends makes me think this festival should come every month. It's fantastic!



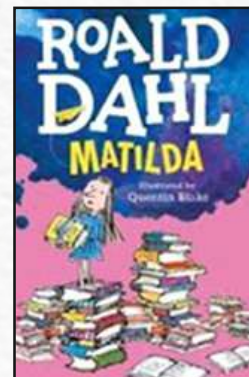
Dev Mehta
Grade 7

January Book Recommendations

Grades 1-3:

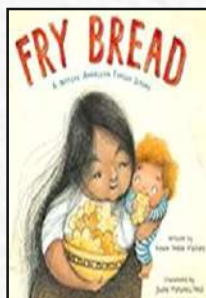
Matilda by Roald Dahl

This book is about a young prodigy named Matilda who knows everything and goes to such a school where the principal is atrocious and beats students up. Matilda's parents are ruthless, as they don't accept Matilda and always accuse her of doing the wrong things. Later, she meets an understanding teacher in her school who always supports her and later on decides to adopt Matilda, at her request.



Grades 4-6:

Fry bread: A Native American Family Story by Kevin Noble Maillard

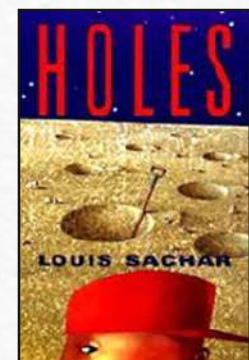


This book is about how fried bread becomes a favourite for all Americans. It shows how the government reacts to people in their country making this unhealthy food dish the only thing in their diet. Fry Bread is an evocative story about family, history, culture, and traditions, new and old.

Grades 7-9:

Holes by Louis Sachar

This book is about a place called Camp Green Lake, but the activities there don't include anything you would expect in a fun camp. It is a place where you go for punishment. A boy is accused of a crime and is given an option of going to jail or Camp Green Lake where you must dig a hole every day which is 5 feet deep as your punishment. It shows the everyday life of this mysterious place.



Grades 10-12:

The Scarlet Letter



This novel is set in a village in Puritan New England. The main character is Hester Prynne, a young woman who has given birth to a child out of wedlock. Hester believes she is a widow, but her husband, Roger Chillingworth, arrives in New England alive and reveals his identity.

Gitika Pariani
Grade 7

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