

MAY 2020 | ISSUE 02

UIS NEWSLETTER



**GEMS UNITED
INDIAN SCHOOL**

NEWSLETTER

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Message from the Principal



Dear Parent,

GEMS has been delivering academic excellence for more than 50 years and is committed to leading international best practice at all times.

The global pandemic of COVID-19 has resulted in school closures since March 2020. Robust Remote Learning Programmes (RLPs) are in place and our teachers are using innovative tools to provide educational continuity until the anticipated reopening of schools in September 2020.

While parents are encouraged to establish clear routines at home for their learning, they can very well witness the learning taking place at home. We do not expect parents to be makeshift educators.

We recommend parents to observe their children's learning style and guide them to improve their learning behaviour. Parents may have a conversation with the child on the character aspects such as responsibility, self-assessment, attitude to improve, growth mind-set (to fight the 'can't learn attitude'), build a sense of relevance and purpose by asking 'how can you use this learning in the real world'?

If you notice carefully, most of the learning tasks that students need to complete are situated in the context of learners' experiences. Our intent is to connect the learner emotionally with the learning content and relate to it as much as possible.

In order to bring in a sense of social interaction, we have scheduled various activities. Your ward may have already participated in intra-class, inter class competitions. Student leadership team is all set to take charge as champions in their area of responsibility. We are turning the challenging stay-home situation into an opportunity for our young innovative minds to work in virtual space.

COVID 19 may have caused several disruptions but we are quickly adapting to the new normal. It may be a completely new experience to the teacher and the student, but most feedback from our wonderful parents is very encouraging and motivating. Together, we can make the stay-home learning time an exciting and enriching experience!

Thank you for your support.

K.George Mathew
Principal/CEO

Message from the Vice Principal



Dear UIS Community,

It is wonderful to reach out to you once again with snapshots of the fortnight!

The holy month of Ramadan has flown past and we're now on the last stretch of home-run towards Eid. This promises to be a very unique Eid as we remain confined to our spaces and meet and greet our dear ones digitally.

Our students continue to impress as we see them getting more creative and expressive in their performance tasks. All learners have shown resilience and great adaptability as they continue to make very good progress in their learning.

Please be sure to visit the social media links shared by the Supervisor to see the wonderful work done by our students. Kudos to the students and parents for all their valued support!

Teachers on the balancing hand have demonstrated unflinching commitment and continue to work round the clock to ensure high quality learning is within every learner's reach. Well done teachers! Hats off to you!

In the following weeks, teachers will be playing additional video clips (between classes) to facilitate simple stretching exercises for their students. Please ensure you are part of these relaxation sessions. While they are aimed for the learners, parents are most welcome to partake in these short sessions.

For those who missed out on the reading links I shared in my previous newsletter message, here are the links for perusal.

KG 1 & 2: Mekids Junior: <http://tmg-worldwide.com/emagazine/aprilmkj/index.html>

Grades: 1 – 3 Mekids: <http://tmg-worldwide.com/emagazine/aprilmk/index.html>

Grades: 4 & above - The Youngest:

<http://tmg-worldwide.com/emagazine/apriltime/index.html>

While there has been encouraging activity on the ACTIVEKIDS portal, we need more of you students to upload your fitness routines and get rewarded.

I encourage you read all the RLP guidelines for students and parents that are part of this newsletter and follow the same on a daily basis. Inculcation of these values as remote learners will significantly improve their overall development as young learners.

We had a very interesting set of sessions with the student leaders of the school this week. Each of the bright and zestful candidates was eloquent while presenting their skills and thought processes. The selection committee had a tough time selecting leaders from this dynamic bunch. The final list of student leaders will feature in the next edition of the newsletter. Do watch out for that feature.

Until next time, keep the flame of kindness and respect burning bright! We will be sending out requests to share your acts of kindness so please gear up to share your efforts.

Eid Mubarak to all in advance!

Shaikh Murad Sarfraz
Vice-Principal

Message from the Senior Supervisors



Dear Parents,

Online learning is the future of education, and it is happening right now, all around us. Distant learning is providing access to information and skills that were previously available to a few.

At GUIS, we have made academics and co-scholastic activities available at the click of a button. Apart from the RLP, we have introduced the Remote Co-scholastic Activities for students. Keeping in mind students physical fitness, and to have a balance between screen time and learning activities, we have introduced stretching exercises for the students, and the video will be played on stretching exercises before the beginning of every session for 2 minutes.

Following are the activities that were conducted in the last week of May:

- 1. Elocution competition (Grade 6,7 & 8):** The goal of the Elocution competition was to encourage the skills and talents related to the art of speaking. The competition was conducted successfully with maximum participation of students.
- 2. JAM (Just a Minute) Grade 9, 10 & 11:** Students were given the topic a minute before to prepare and then had to speak on that topic. Students were selected from each class after which they will have the next round for the Inter class.
- 3. Online painting competition:** The aim of the painting competition was to engage children in a creative exercise to identify their hopes and dreams of the future. It allows complete self-expression and supports their creativity and innovative ideas expressed through art.
- 4. Selection of student leaders:** "Leadership is the capacity to transform vision into reality." Things will not be coming to a standstill in spite of the distant learning. The candidates short-listed for the post of Head/Deputy Head Boys/ Girls were subjected to voting process by the students of GUIS in a democratic way. The successful candidates were invited for a panel interview with members of SLT. Results will be out soon!
- 5. Open House:** A Virtual Open House was conducted for the parents where they were given a platform to discuss the ongoing RLP program. Parents also took the opportunity to thank the school management for the same. They are looking forward to such Open House sessions in the near future.
- 6. PULSE:** A program introduced by GUIS, where teachers can connect with parents for regular feedback through mails and telephonic conversations, "What are we doing well" or "What can be done better". The feedback will help teachers to support learning activities of students and fill their learning gaps .

WISHING YOU ALL A BLESSED AND BLISSFUL EID!!

May Allah's greatness fill you with happiness and prosperity and provide you with strength to overcome every challenge.

Senior Supervisors

Mrs. Sunitha Nambiar & Mr. K Joseph

RLP Expectations for Parents and Students (Grades 6-12)

Dear Parents,

Please find below expectations of students and parents during remote learning sessions. We've listed out what you need to know and do during daily routine set-ups, teaching and learning, assessments and in the event of cyber-bullying or violation of safeguarding limits. Parents are requested to explain students' expectations to their wards frequently so their minds are prepared to practice expected behaviours. As parents, you are requested to practice these guidelines on a regular basis and encourage your children to follow the same to ensure all remote learners and caregivers are demonstrating the ethos and values of GEM United Indian School.

PARENT EXPECTATIONS			
Daily routine	Teaching-Learning	Assessments	Cyber-bullying alerts
<p>Check weekly learning expectations</p> <p>Ensure 100% attendance check if ward has submitted notebooks, assignments</p> <p>Check if use of language is appropriate</p> <p>Ensure readiness-Train students to wake up on time dress appropriately and be on time for RLP as per the schedule given to maintain 100% attendance.</p> <p>Create effective learning space-</p> <p>Ensure the child's learning space is away from bed, TV and other gaming tools to avoid distraction.</p>	<p>Ensure students follow the balanced time table-schedule with four Synchronous and 1 Asynchronous sessions per day shared with breaks of 10 to 15 min between all sessions.</p> <p>Check weekly expectations-shared to keep them updated on the upcoming T/L topics of all subjects.</p> <p>Upload for future use-PPT/videos of online live lessons uploaded in classroom for the use of children – who are unable to attend certain sessions due to health issues.</p> <p>Resources readiness intimation - Parents to ensure children are equipped with the required resources for learning based on teacher's upload for the day's lesson</p>	<p>Track AOL blocking dates on classroom portal and encourage the child to be well prepared.</p> <p>Keep track of MS Teams & Forms links and support timely uploads of assignments.</p> <p>Monitor/administer the test, which is time bound and ensure the child does timely submission.</p>	<p>Ensure online behavior contract-guidelines on online behavior shared on 5th April is read and understood and practiced by parent.</p> <p>For technical issues, contact help desk mail ID shared with parent to contact.</p> <p>Ensure their wards are not misusing/sharing of his/her id with friends or others for the access of e-learning module.</p> <p>Ensure use of appropriate language and correct use of teams chat box. Ensure students are not using disallowed applications.</p>

STUDENT EXPECTATIONS

Daily routine	Teaching-Learning	Assessments	Cyber-bullying alerts
Report on time for attendance and for all learning sessions in a day.	Do not hesitate to ask for help from the teacher.	Complete all assigned tasks, reflection forms, assessments	Activate camera for face to face answering by students
Be prepared for synchronous lessons with Properly set up computer equipment.	Be open-minded and share your own ideas as well as listen to ideas that others have.	To actively take part in discussion board work/research and self-check based on rubrics	Not involve in deleting of all files in the phoenix class room
Do not hesitate to ask for help from the teacher.	Take the time to think before responding to others in a polite and respectful manner		No off line chatting between students
Be self-disciplined	To take charge of managing your own learning by making the time to read, participate and reflect on the learning		Online cyber policy to be shared and signed by students
Be honest, respectful, and open while interacting with other students.	Making notes in lessons		
	Ensure "Camera on, mic off"		

Please open the link for more activities

<https://www.facebook.com/1094781230542561/posts/3208357399184923/?vh=e&d=n>

<https://www.facebook.com/1094781230542561/posts/3202311563122840>

<https://www.facebook.com/1094781230542561/posts/3224288247591838/?vh=e&d=n>

SAFE GUARDING UPDATE:

Keep the computer or other electronic devices in a public place in the house and periodically check on what your child is doing.

Discuss the kinds of Internet activities your child enjoys.

Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.

Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.

Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behavior.

Watch out for secretive behavior as you approach your child when they are online, such as rapidly switching screens, changing passwords and for attempts to hide online behavior, such as an empty history file.

Engage with them about their online experiences and specifically monitor for instances of cyberbullying.

Make sure they know that you are not judging them, but rather wanting to engage in dialogue with them about their experiences.

GRADE 6

SCIENCE

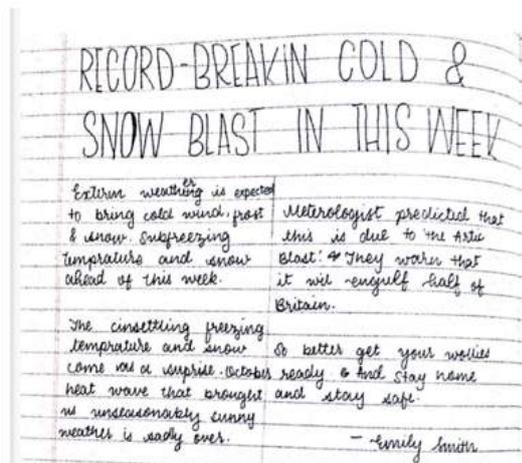
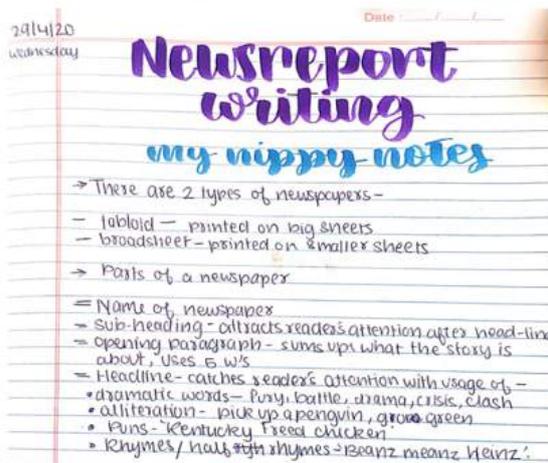
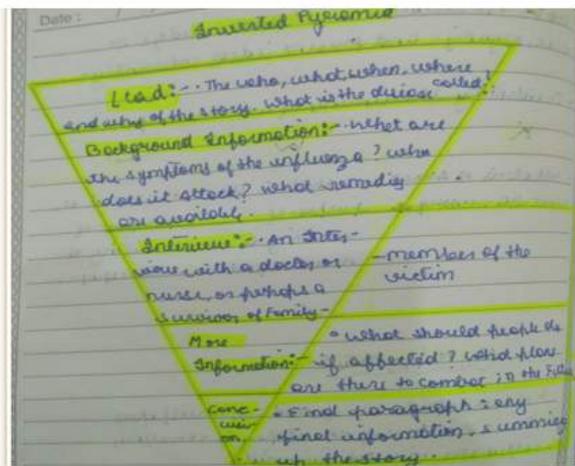
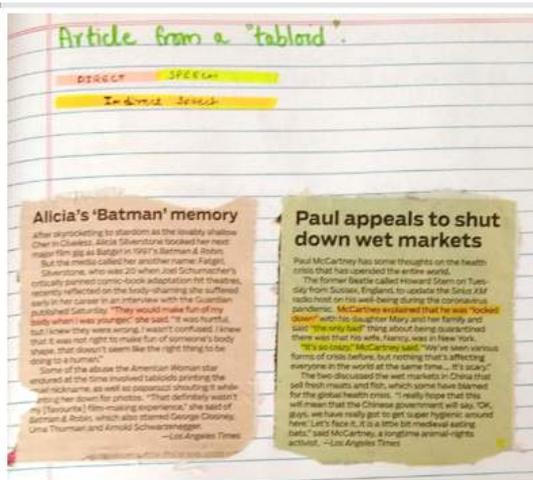
Students of grade 6 learned about the different parts of a plant and their functions and also examined the various modifications seen in different plants. They also analyzed each part of the plant and studied in detail how the conducting tubes are connected to the plant and how they help the plant to transport food and water throughout the plant.



GRADE 7

ENGLISH

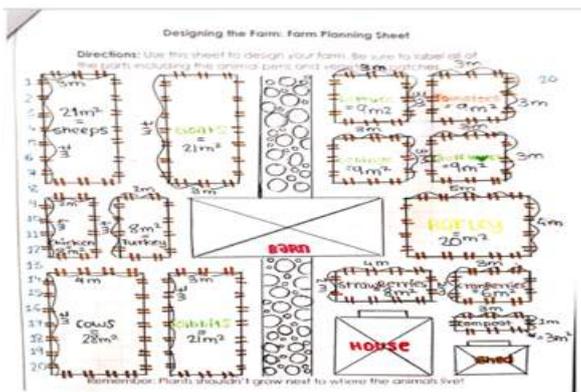
The students of grade 7 explored newspaper report writing and thereby developed their cognitive, emotional and imaginative abilities. They learnt to draft, revise and create news reports effectively. The students have understood the layout, the structure, language of headlines, placement of pictures and captions.



GRADE 7

MATHEMATICS

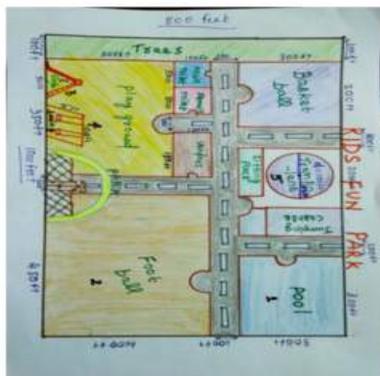
The students designed a farmhouse/playground/ theme park using the concept of perimeter and area with the given conditions like limited budget, resources and calculated their respective perimeter, area and cost of construction.



Designing the Farm: Farm Calculations Sheet

Directions: Record all of the parts of your farm here. List the area and perimeter. Calculate the total amount of money each plant or animal will earn for you. Use the back of the sheet if you need more space to write.

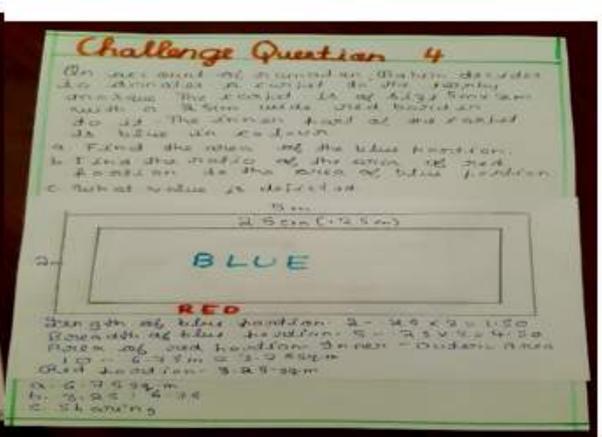
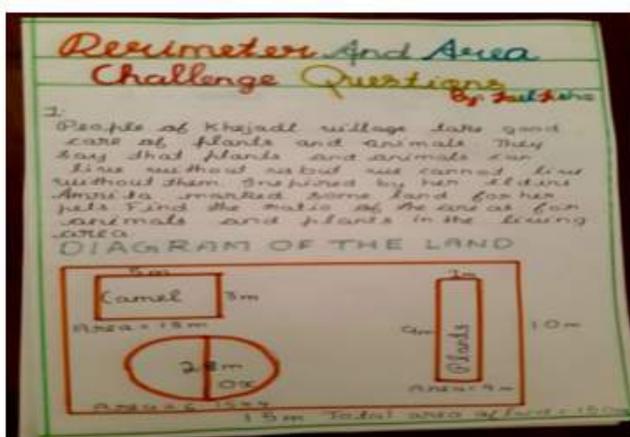
Name of Animal or Vegetable (with count)	Perimeter	Area	Total Money Earned
Cow 4 x 4 = 2 1.4 m = 2.8 m	$4 + 4 = 8$ $2.8 \times 2 = 5.6$	$4 \times 4 = 16$ $2.8 \times 2.8 = 7.84$	16.00 Dhs 32.00 Dhs
Sheep 3 x 3 = 2 2.0 m	$3 + 3 = 6$ $2.0 \times 2 = 4.0$	$3 \times 3 = 9$ $2 \times 2 = 4$	9.00 Dhs 17.60 Dhs
Plant 1.5 m x 1.5 m 2.0 m	$1.5 + 1.5 = 3$ $2.0 \times 2 = 4$	$1.5 \times 1.5 = 2.25$ $2 \times 2 = 4$	2.25 Dhs 8.00 Dhs
Chicken 5 units - 2.5 m x 2.5 m 1.5 m x 1.5 m	$2.5 + 2.5 = 5$ $1.5 + 1.5 = 3$	$2.5 \times 2.5 = 6.25$ $1.5 \times 1.5 = 2.25$	10.00 Dhs 23.00 Dhs
Trucking 1.5 m x 1.5 m 1.5 m x 1.5 m	$1.5 + 1.5 = 3$ $1.5 + 1.5 = 3$	$1.5 \times 1.5 = 2.25$ $1.5 \times 1.5 = 2.25$	2.25 Dhs 4.50 Dhs
Baking 1.5 m x 1.5 m 1.5 m x 1.5 m	$1.5 + 1.5 = 3$ $1.5 + 1.5 = 3$	$1.5 \times 1.5 = 2.25$ $1.5 \times 1.5 = 2.25$	2.25 Dhs 4.50 Dhs
Tomatoes 1.5 m x 1.5 m 1.5 m x 1.5 m	$1.5 + 1.5 = 3$ $1.5 + 1.5 = 3$	$1.5 \times 1.5 = 2.25$ $1.5 \times 1.5 = 2.25$	2.25 Dhs 4.50 Dhs



Designing the Park: Park calculation sheet

Sl. No.	Name of 2D shape	Perimeter/ Classification	Area
1	Square (Pool)	12.00 ft	96.00 ft ²
2	Rectangle (Basketball)	17.00 ft	136.00 ft ²
3	Triangle (Tree)	15.00 ft	22.50 ft ²
4	Parallelogram (Playground)	35.00 ft	122.50 ft ²
5	Circle (Vendor)	21.00 ft	346.50 ft ²

- LIST OF Items Included**
- 1) Pool
 - 2) Swing
 - 3) Foot ball
 - 13) Slide
 - 4) Playground
 - 5) Toilets
 - 6) Trees
 - 7) Basket ball
 - 8) Trampoline
 - 9) Sitting place
 - 10) Vendor
 - 11) Jumping passage
 - 12) Walking passage



GRADE 7

SOCIAL STUDIES

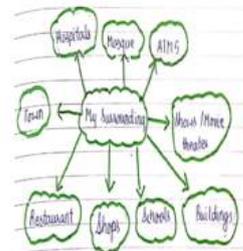
Students of grade 7 learnt about 'The Environment' through mind maps, flow charts and posters.



GEOGRAPHY OUR environment



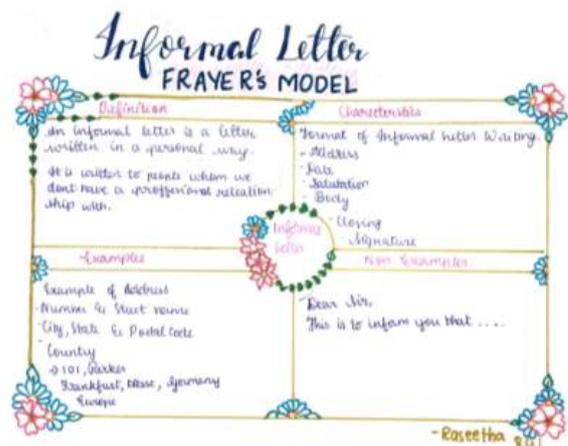
Real life connect - All the conditions arounds affect our surrounding. Look at your surrounding and make a redrap on your surrounding.



GRADE 8

ENGLISH

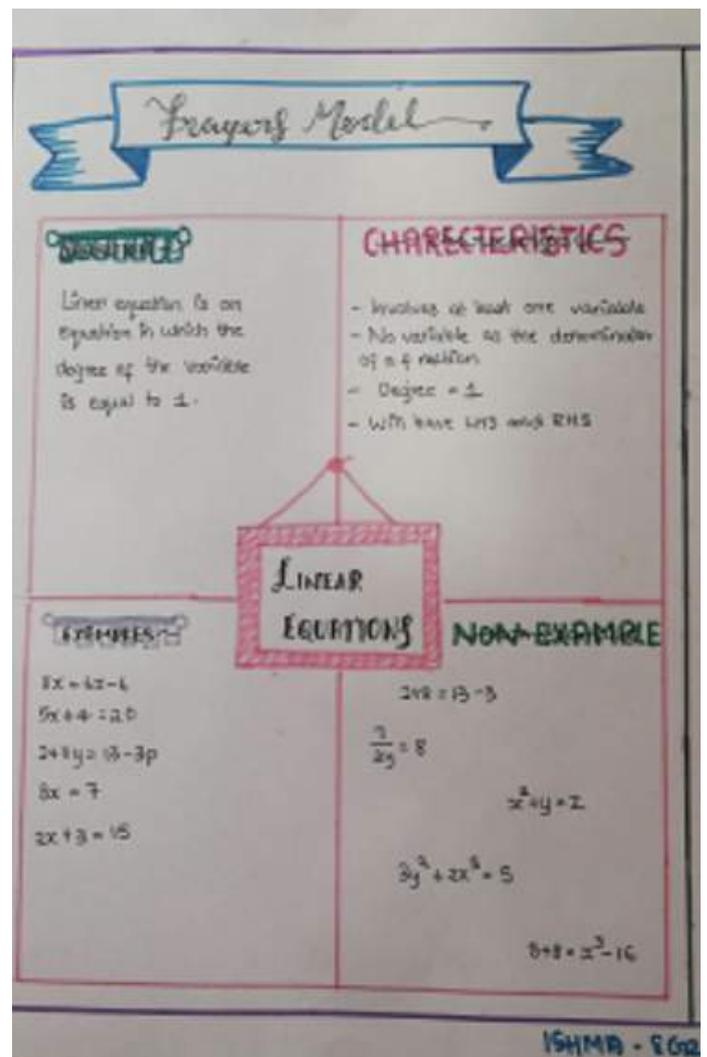
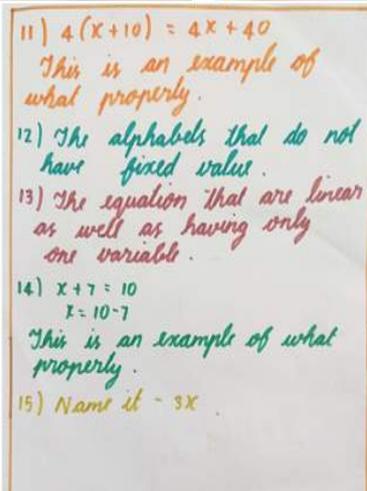
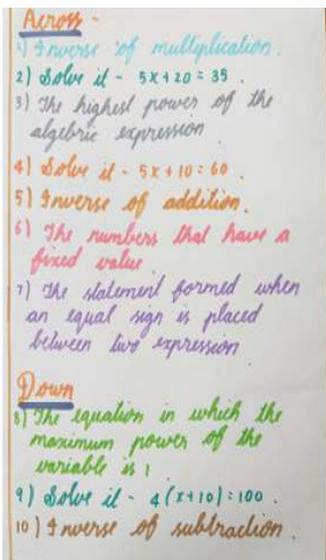
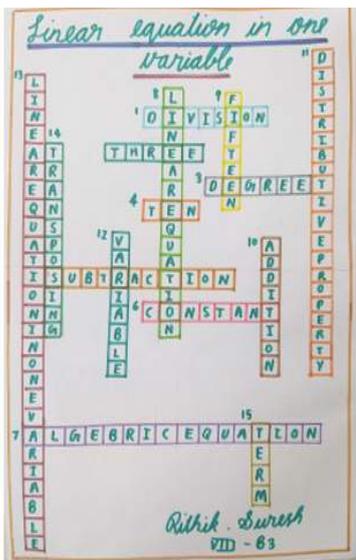
Students enjoyed writing informal letters creating a classroom community. They learned that an Informal letter is written in a personal and individualistic way.



GRADE 8

MATHEMATICS

Students learnt how to define linear equations, frame and solve linear equations through various techniques. In addition, they reflected on the new vocabulary learnt through the Frayer's model and crosswords.



GRADE 8

HINDI

जागरूकता

विज्ञापन के माध्यम से छात्रों के लेखन कौशल का विकास

पेड लगाओ, पेड लगाओ पेड
पेड लगाओ, और एक जीवित लगाओ

देश: भारत
स्थान: दिल्ली - 110011
संपर्क: 011-26100000

दिनांक: 10.5.2020 से 20.5.2020

संपर्क: - पेड लगाओ -
इमार्त नंबर - 10
अम पुरी - दिल्ली
पी - 110011
ई - मेल - PDS @ gmail.com नंबर - 5768670792

कोरोना वायरस से बचाव कैसे कर रहे हैं
इन बातों का अपना

देश: भारत
स्थान: दिल्ली - 110011
संपर्क: 011-26100000

दिनांक: 10.5.2020 से 15.5.2020

संपर्क: - सहायक अधिकारी -
इमार्त नंबर - 10
बिकास पुरी - दिल्ली
पी - 110011
ई - मेल - MHS @ gmail.com नंबर - 5767079792

ईचिन
देश: भारत
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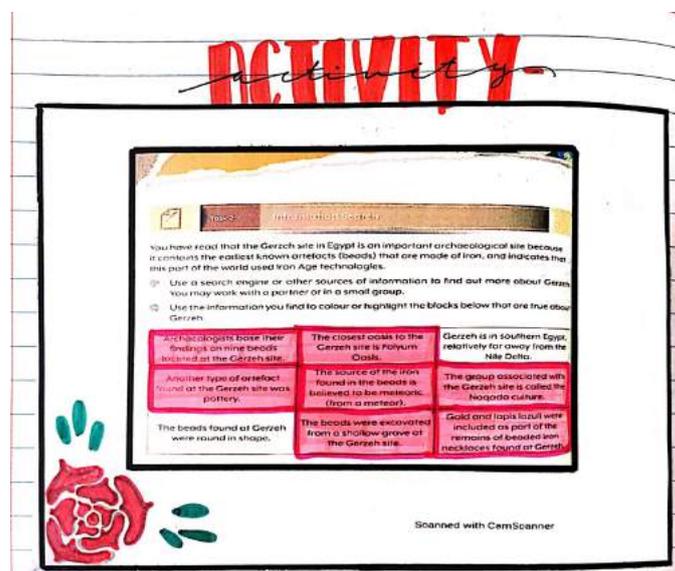
संपर्क: - सहायक अधिकारी -
इमार्त नंबर - 10
बिकास पुरी - दिल्ली
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ई - मेल - MHS @ gmail.com नंबर - 5767079792



GRADE 8

SOCIAL STUDIES

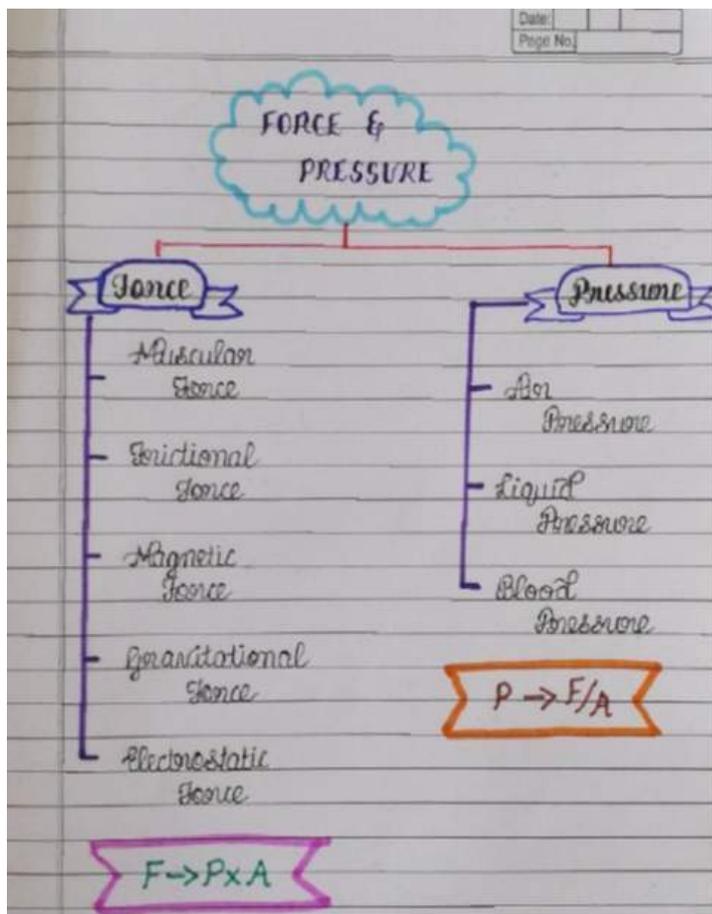
In the fourth week of e-learning students of grade 8 learnt the resources through activities and the real life application of the same. Students designed newspaper headlines on the Battle of Buxar. They reflected their concept using Frayer's model, relating the topic to the resources found in UAE.



GRADE 8

SCIENCE

Students of grade 8 learnt the lesson 'Force & Pressure' through activities and the real life application of the same. They designed a crossword puzzle, and also carried out research work on 'Blood Pressure.'



Date: _____
Page No: _____

Research work

Blood Pressure: The pressure of the blood in the circulatory system on the walls of the blood vessels is called blood pressure. Most of this pressure is due to work done by the heart by pumping blood through the circulatory system. There are two types of blood pressure they are: Diastolic & Systolic. The blood pressure is measured by sphygmomanometer. The normal BP rate is $120/80$.

High BP: A condition in which the force of the blood against the artery walls is too high. High blood pressure rate is $140/90$ or above. It normally has no early symptoms. High BP causes hypertension.

Low BP: It is a condition which can cause dizziness or lightheadedness because the brain doesn't receive enough blood. Low blood pressure rate is $90/60$ or below. The causes of low blood pressure can range from dehydration to serious medical disorders. Low BP is also called hypotension.

GRADE 9

ENGLISH

Grade 9 students used mind maps to capture the character traits of the main characters in the text. This activity encouraged the students to engage in active thinking and to focus on the key words.

Date: 5/5/20

Obj - To analyze the traits of the characters in the story and write a brief character sketch.

DAY 3

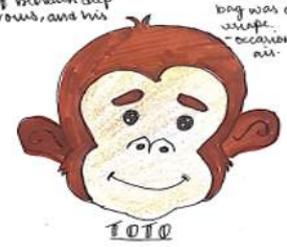
Starts
Brainstorming

CHARACTER SKETCH

of author's grandfather:

FOND OF ANIMALS Grandfather had love for animals and he always wanted to add more birds and animals to his private zoo. He was very compassionate. He was added to his collection of animals.		PATIENCE Grandfather was highly patient and he was tolerant with everyone. He made in the house. He reached off the fog in the night and grandfather expressed.
STRONG MIND Grandfather was determined and patient and always sure about your matter. He was a receipt to help.		SMART Grandfather was smart enough to give away into his he understood to be intelligent about his life.

The Adventures of Toto



PRETTY - his bright eyes sparkled with mischief beneath deep - his eyes brown, and his teeth.	MISCHIEVOUS - his efforts to get out only had the effect of making the bag was closed, there was no escape. - occasionally jump into the air.
CLEVER - "in's clever," said grandfather "I'm sure he could have done the four pieces of your blazer into a rope, and made his escape from the window!"	WICKED - don't trouble NANA the donkey grandmother and the author's aunt.

Illustration by Gulliver

GRADE 9

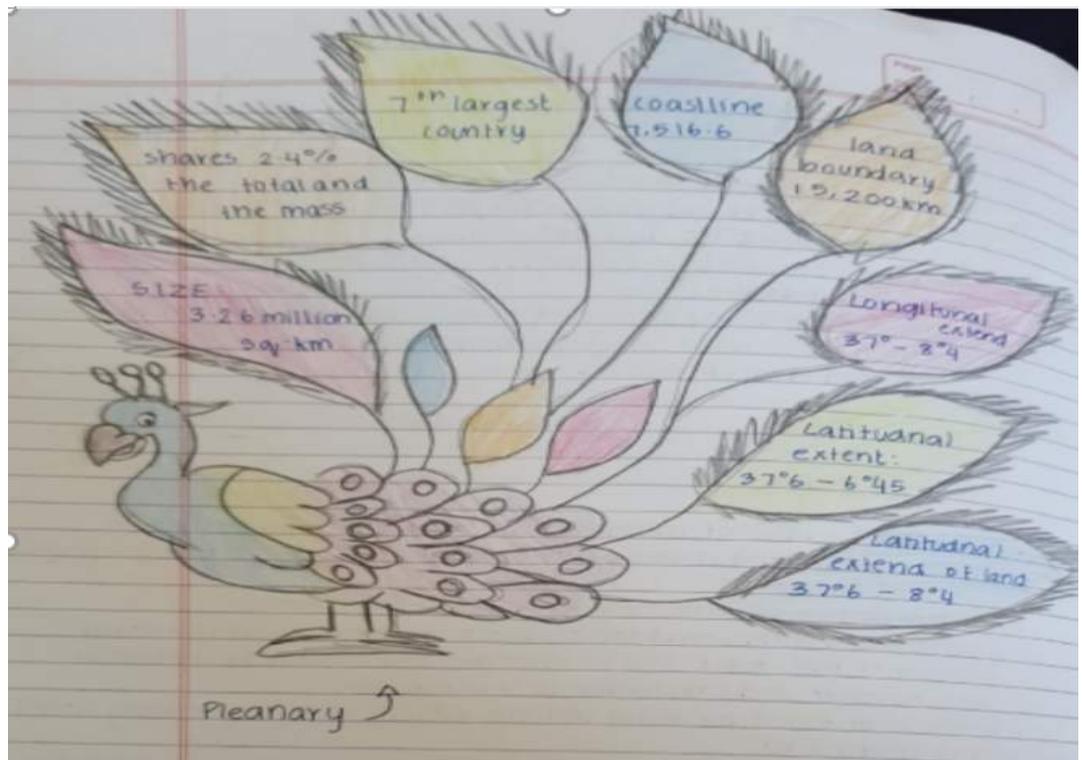
SOCIAL STUDIES

Students analyzed the role of the philosophers during the French Revolution through beautiful mind maps, flow charts, essays, power point presentations etc.

29

5-5-2020
CNY

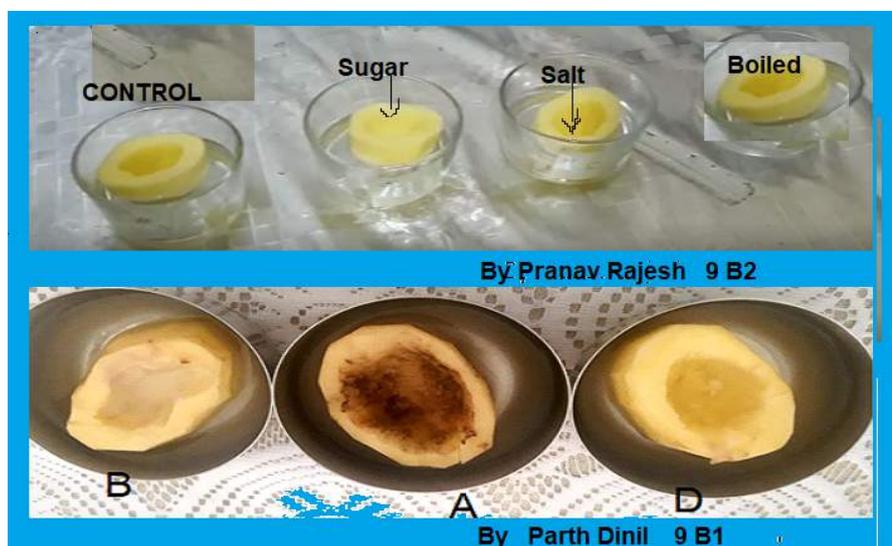
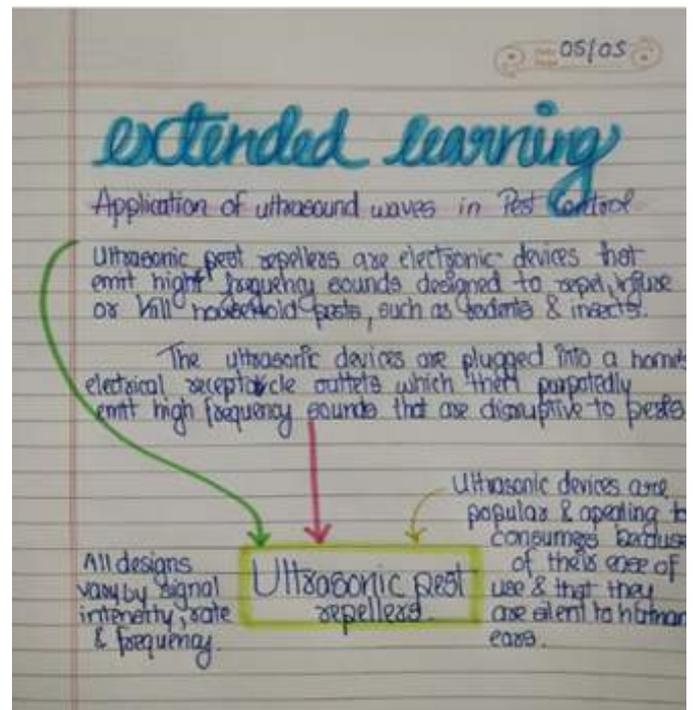
French Revolution		
Book Name	Name of the philosopher	His philosophy
*Two Treatises of Government by John Locke Quote "All mankind... being all equal and independent, no one ought to have another in his life, health, liberty or possessions."	John Locke	defended the claim that men are by nature free and equal against claims that God had made all people naturally subject to a monarch. Meaning of the Quote The quote is trying to tell us that all mankind are equal and independent and that no one has the right to harm us.
Book Name	Name of the philosopher	His philosophy
Social Contract by Jean-Jacques Rousseau Quote "Man is born free and everywhere he is in chains"	Jean-Jacques Rousseau	Strongly influenced the French Revolution and the development of liberal, conservative and socialist theory. Meaning of Quote This quote is trying to tell us that freedom is their birthright and no one has the right to take it from them.



GRADE 9

SCIENCE

Grade 9 students learnt various concepts associated with the topic 'SOUND' in Physics through videos and discussions. Our budding Chemists did a wonderful reflection on concepts that they have absorbed from the class. In Biology, the students explored the concept of osmosis through various activities.



GRADE 9

HINDI

कविता के आधार पर किया गया रचनात्मक कार्य-
विज्ञापन प्रस्तुतीकरण

कविता के आधार पर किया गया रचनात्मक कार्य- विज्ञापन प्रस्तुतीकरण (Advertisement)

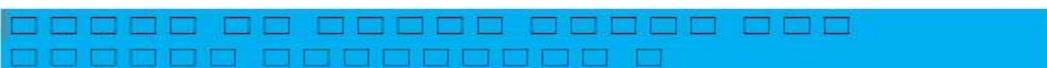


कविता का चित्रात्मक तथा फ्लोचार्ट द्वारा वर्णन। (Poem Pictorial Presentation and flow chart)



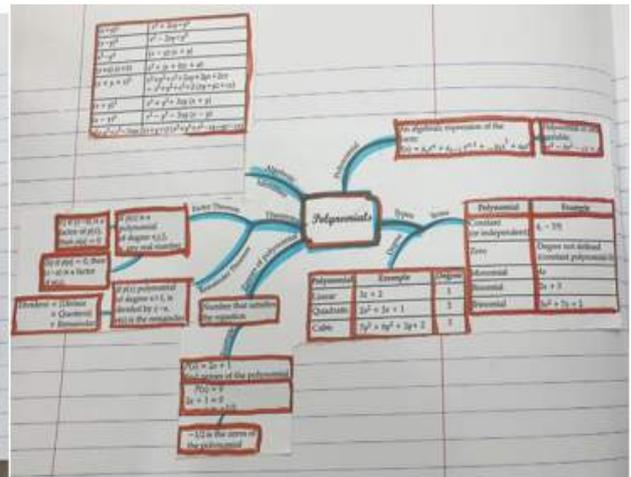
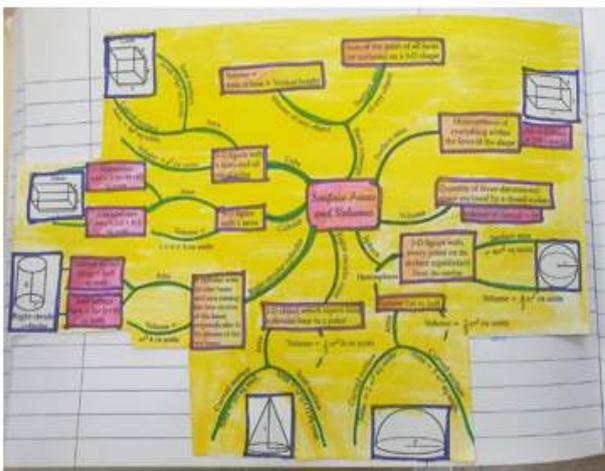
कविता का चित्रात्मक तथा फ्लोचार्ट द्वारा
वर्णन।

Online OneNote collaboration, Presentation, Peer and Teacher evaluation



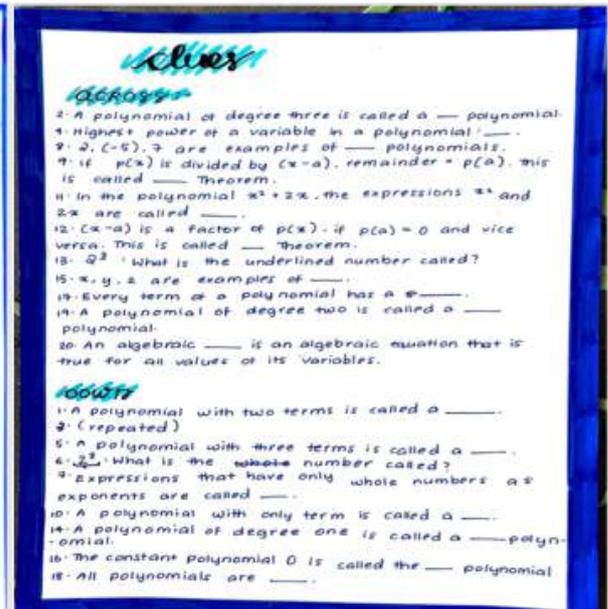
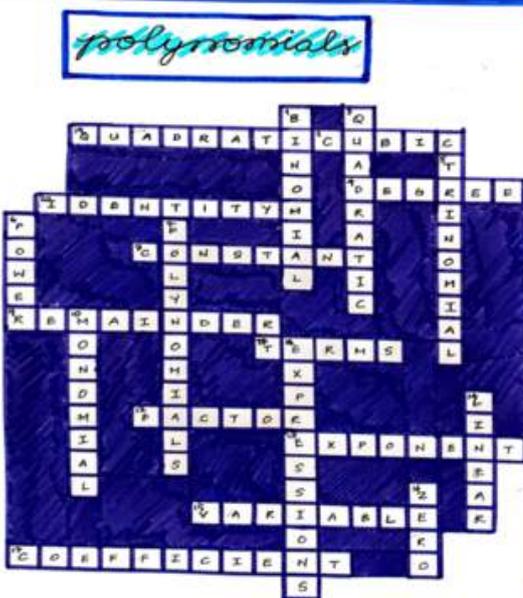
GRADE 9

MATHEMATICS



CROSS WORDS

Framing Crosswords improves the questioning skill / thinking skill and communication skill in students.



STUDENT'S VOICE



First of all, I would like to thank all the teachers for being very helpful and supporting with the Remote Learning Program. I enjoy all the virtual classes and I think that the RLP is executed very well. I can happily say that I enjoy RLP as much as I used to enjoy the conventional classes.

I like the effectiveness of the classes and appreciate the use of different resources like videos, which helps us to learn. Even though we are far apart, we have the platform on which we can study, learn and communicate as though we were in an ordinary classroom.

Overall, I am very pleased by the way the whole RLP is being conducted. I thank you all for making the best out of this situation and for all the hard work you are putting in to make this possible.

- Aliya Anwar
Grade 8G

STUDENT'S VOICE



I want to thank all my teachers and SLT team for taking efforts to ensure that we can access and learn the remote learning activities/program from day one.

I like both my Synchronous and Asynchronous sessions. The teacher's instructions during the asynchronous session are clear and it enables me to do research and complete the tasks assigned by the teachers within that stipulated time. My teachers give attention to all students and clarify our doubts. I consolidate the learning through Frayer's model, Mind map, Flow chart, Venn diagrams, MS forms, Padlets and more. In addition, the learning materials like work sheets, task sheets, well prepared PPT, uploaded on the portal are very useful as a reference.

Through the RLP, I have learnt to manage my time effectively, master a few IT skills, and collaborate with my teachers and classmates in a virtual classroom environment.

- Sainath Manikandan

Grade 8B1

