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Dear parents,

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won’t feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It’s not just in some of us; it’s in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others."

Marianne Williamson, Spiritual Activist, Author and Founder of The Peace Alliance.

Another year in school has gone by and the children have been nurtured and guided by the spirit of Waldorf education. Teachers in all the classes from Kindergarten to Grade 10 have benefited from the trainings of so many mentors and experts who have been a part of Sloka this year.

TRAININGS:

The school year began with a visit from Valerie Thomas, a Kindergarten expert with 20 years experience. Valerie is from the Kimberton Waldorf School, Pennsylvania, USA, which is the oldest Waldorf school in America. Valerie was accompanied by Sudha Gutti - also from Kimberton. Sudha was formerly a parent of Sloka School and is now a Grade School teacher at Kimberton. Both of them were here for 6 weeks and worked intensively with KG and Lower Grade Teachers. Roland Steinemann from Switzerland was here next with a group of 9 students. They worked closely with students and teachers in Grade School. Our teachers also attended trainings by Chris Bennett and Peter Glasby.

The music workshop held at Sloka with Judith Clingan and the Wayfarers -her group from Australia - was a major event this year. Teachers and upper school children from Sloka as well as other Waldorf schools learnt to sing, play instruments and even write and compose their own songs. They formed an orchestra and enjoyed playing some of the Wayfarers’ exotic instruments from around the world. It was a great experience to see how much our children already knew about music. We were amazed at the kind of questions they asked and their total involvement with the workshop. Judith Clingan will come again this year with her colleagues to deepen the musical experience at Sloka.

Clio Osman was here again this year to teach Eurythmy. Her commitment and manner of working with the children brought in both excitement and discipline. Everything in the form of movement builds confidence, presence of mind and grace which is so healing to children of all ages especially for adolescents. So, we are deeply grateful to her for the work she did in bringing Eurythmy to Sloka over the last 2 years.

Sue Simpson, a very senior Curative Eurythmist and Waldorf School Director visited Sloka for a week. She interacted with both children and teachers and was very impressed by what she saw. Sabeen Wiedemann, who founded a Waldorf school, also visited us this winter from Berlin. Sabeen is a mentor with varied experience in drama, therapy and Waldorf teaching; she spent three weeks in Sloka preparing Class 8 for their play ‘A Midsummer Night’s Dream.’ The play was enacted by the children at the State Art Gallery. It was so refreshing for us all to see how the children have grown and transformed into young adults. We are very grateful to Sabeen for her work at Sloka and hope that she will return soon.

The year culminated with Ellen and Wolfgang Koettker’s month-long stay. They were here from Norway and have been regularly coming to Sloka since 2004. Both were very moved to see how the school has grown, the buildings completed and the teachers working hard and continuously striving to ensure that the children experience the essence of Waldorf education.

Hemanth, the gymnastics teacher visited Australia earlier this year to train in Bothmer Gymnastics. Nine of our teachers are going to Korea for the Asia Pacific Waldorf Conference (AWTC) held every two years. The last AWTC was hosted at Leonia Resorts, Hyderabad two years ago. Senior Teachers, Mrs. Jyotsna Patnaik and Mrs. Manorama Kamineni will be mentoring other Waldorf teachers at this year’s AWTC.

The 15th Rudolf Steiner Training Seminar held at Khandala will be coordinated this year by Ms. Aban Bana as always. Many of our existing teachers and some potential teachers who will be introduced to Waldorf pedagogy in the upcoming year will be attending the seminar this summer.
CBSE AND ALUMNI:
The Batch of 2011-2012 cleared the Tenth Grade CBSE exams in flying colours. They are also making sure that the Sloka colours are flying high by doing very well wherever they are. Lohit and Pranav got a perfect score of 10 in the CBSE Board Exam. Pranav was also invited to ISRO in recognition of his perfect science score. Pranav Raman, a student of the first batch was part of the team at Srishti School of Art, Design and Technology, Bangalore, which won the best Human Practice award at the prestigious International Genetically Engineered Machines (IGEM) competition at MIT in Boston.

Krithi, Swetha, Ridhi and Rishika are pursuing Architecture with Swetha winning a scholarship for topping her Entrance Exams. Vineeth and Praneeth are pursuing higher education in Thailand and Malaysia respectively. Anahita's one-minute film won the prestigious Cannes Award in the short film category this year. Aria and Havya are pursuing courses in Fashion Technology. The batch of 2012-13 have written the CBSE Board Exams well.

TRIPS:
Class 1 went to the zoo and also made a short trip to the neighbouring Deer Park. Grade 2 spent a day at the Botanical Gardens while Grade 3 enjoyed their trip to the the Gandipet Lake. As part of their local geography blocks, Grade 4 visited Amaravathi, Vijayawada and Mangaligiri. Class 5 enriched their Botany Block with a one-week trip to Kerala. Class 6 took a trip to Bhopal while Class 7 spent a few days at the Hide-Out Ecoforum, Thadpoli Village near Mumbai. The upcoming Grade 10 Batch of 2013-14 have recently left for their survey trip to Bangalore.

EVENTS THIS YEAR:
On the school front, the children had a parade of events this year as well. We began with the Diwali Mela hosted by the Kindergarten. The Winter Bazaar was beautifully organized by Class 4, and meticulously accounted for by the class parents. The whole school says a big ‘Thank You!’ to them. The Sports Day was very well organized by the Games Teachers and it was a pleasure to see the children participating with all their heart. The parents who were present also thoroughly enjoyed the event.

This year, Jharoka was held at our own campus at Aziz Nagar. It was conducted in a warm and cozy atmosphere and most parents found it very special; the children also found it natural to perform in familiar territory. Every class was proud to present what they prepared. Class 10’s display of Bothmer gymnastics was particularly breathtaking and moving.

The tradition of having an Olympics during Class 5 began many years ago and children are trained throughout the year in grace and skill to prepare them for this event. This year, we hosted the Class 5 Olympics at Sloka. A number of Grade 5 children from various Waldorf schools visited us along with their parents and teachers. The children from Tridha, Mumbai stayed at our campus along with children from the Bangalore Steiner School. At this event, children from all the participating Waldorf Schools are divided into 4 groups Crete, Sprata, Ithaca and Athens. The competition is between the four cities, so inter-school competition is avoided. The children excelled themselves in all the athletic events and the joy of the day spread among us all.

UPCOMING PLANS:
In the circle of life, in nature or a school, one thing remains constant that is CHANGE. Children move into their new classes and the teachers cope with ever-increasing responsibilities of a rapidly growing school. We need parents to have faith and trust in Sloka and embrace this change. Please know that change is good as when the old leaves fall, we are sure that the brightest green leaves will unfurl to keep us cool on the hottest summer days.

It is good to see parents walking in to the school and enjoying. Next year, we hope to form a talent pool of parents, coordinated by the class teachers. We would also like more parents to attend the school events. We also invite your participation at the Waldorf trainings conducted by the school. These trainings are open to the parents. Please contact your child’s Class Teacher for further details.

Much of what was planned last year has already become a reality. New plans have been made for next year. The setting up of the Physics and Chemistry Labs is being coodinated by one of our senior teachers, Mrs. Radhika Rani, with support and advice from Wolfgang Koettker. A common Children’s Library will be ready this coming year. Fresh equipment has been ordered to enhance the sports activities of the school. A ceramic kiln was built this year at the school to support the art and chemistry work done here.

We would like to thank all the parents who have contributed generously towards making Sloka what it is today. As is our constant promise, we will actively see that everything needed to enrich the children’s schooling in this child-centered school is continuously brought in.

Warm Regards
Nirmala Diaz
Founder-Trustee, Sloka Waldorf School
Globalization is now a reality which influences us all in many areas – such as economy, culture, technology, politics and education.

Globalization makes the world more like one place, distances shrink and, in many situations, distances are irrelevant.

The 20th century has been called the century of speed, we send electronic letters over the whole world in a second and travel to most places within a short time. New contacts are established between people all over the world.

These new connections and interactions have in a way made us much more alike in spite of different cultures and backgrounds. But as the cultural differences become less, we do see that in many places in the world, the nationalistic ideas become stronger. It looks like globalization takes down borders and limitations, while new ones are being created. Waldorf pedagogy has also increasingly become a worldwide movement.

We have now practiced Waldorf pedagogy for over 94 years and we find Waldorf schools and Waldorf kindergartens in nearly 90 countries, from South Africa to Iceland to Chengdu in China, from Vancouver in North America, to South America to Russia.

A Waldorf School is never just set up but somebody must have wanted it – and had the initiative and strength to start such a school. Every Waldorf School, however, strives to build on the local culture, include the social and economical structures of the surroundings, but equally works towards establishing the fundamental ideas of Waldorf education.

Many Waldorf schools are social institutions in the places where they have been established – like those in the slums in Cape Town and Johannesburg (Soweto) and in Santiago in Chile. Other Waldorf schools are upper class schools like the Waldorf School in Manhattan, New York.

The McGregor school close to Johannesburg was the first school to include both "black and white" children in the same school in South Africa. The Waldorf school close to Belfast, Ireland was the first school in Northern Ireland to invite both Protestant and Catholic children to the same school. In Israel, in the town Shefaram, we find an Arabic Waldorf school working closely with a Jewish Waldorf School. A friend from Israel told me: "To live in Israel is like living in a pressure cooker, but the Waldorf schools – however, make the children feel nurtured, safe and de-stressed". In the Waldorf schools in India, I see a tremendous generosity and mutual respect in regard to religious background both of teachers and pupils.

In Taiwan, they started Waldorf education 14 years ago and they have 3 big schools in addition to some smaller schools and about 20 kindergartens. In China they established Waldorf pedagogy 7 years ago and they have now 18 schools and around 200 small kindergartens.

Another important initiative since 2006, has been something called Waldorf First Aid pedagogy. A team consisting of Waldorf teachers, therapists and anthroposophical doctors go to places where there has been a catastrophe, like the earthquake in Japan (2011) or to warzones (Gaza or Somalia) where children are traumatized, in order to help and give some hope in such situations.

The Waldorf pedagogy basic ideas, which include addressing the whole human being in different ways, through an artistic approach based upon good rhythms, can be of tremendous support in such situations. We work from the whole to the parts, we use pictures, we base our education on practical life, we attempt to work in such that we first do and then create concepts, these intentions are international and not difficult to explain in different cultures.

We do not want a European dominating Waldorf pedagogy established on other continents, but schools in other cultures should equally protect the integrity of Waldorf pedagogy while they at the same time see to it that their schools are properly integrated in their own country and culture through a good curriculum.

It is difficult to perceive how the world will look like in the future or to foresee how best to prepare children. To be expected, the world that today’s children will inherit will be even more multidimensional and challenging. The children of tomorrow will doubtless need new capacities in order to meet the future. How do we go about that?

Most likely they will need to develop imaginative thinking, a thinking that enables them to perceive events with clarity, comprehend situations and envision solutions.

They will also need the ability for emotional involvement that is both sensitive and resilient so they will be strong enough to weather the inevitable emotional storms they will meet in their lives.

Waldorf education attempts to address in a modest manner, to encounter these challenges and trials - in a conscious and mindful way.

Waldorf education places the development of the individual child in the focal point, convinced that the healthy individual is a prerequisite for a healthy society.
In a Waldorf school we strive for the human encounter, it is a relationship pedagogy.

We meet and build culture.

Culture is communication.

Culture is what makes us understand each other.

Shared communication across the world where we strive to understand each other’s history, traditions and experiences gives us roots and identity.

Waldorf education has the opportunity through the extensive and good network we have established, to become a cultural common denominator.

Parents, teachers, politicians and administrators must however work together - locally, nationally and internationally - in an open unprejudiced way if we want to improve and develop our children’s possibilities in the future.

Now my husband and I have again had the pleasure to work with and mentor the teachers at Sloka for a few weeks; we have also been enjoying teaching geometry lesson in class 6 and chemistry in the 7th grade.

This is the fifth time we have visited Sloka and every time we come we see that the school has made enormous steps regarding implementing Waldorf pedagogy and in building a social school which has visions for the future.

Ellen Fjeld Koettker
Form Drawing is one element that is unique to Waldorf Education. It is equally important as any other subject in a child's education. If we look around, we see that the world is filled with forms - straight lines 'I' and curves 'C'. According to Kepler - these marks ('I' & 'C') are inscribed into the world by the Creator himself.

Even our own culture has known these forms from time immemorial. In the ancient past, when palm leaves were used as writing materials it was essential to have curves. Too many straight lines would have ripped the palm leaf. We have also incorporated straight and curved forms into our lives in the form of rangolis, kolams, muggu as well as traditional warli art.

Every object that exists around us has a form. The form has 3 dimensions – length, with and height.

It has a structure and it occupies space. When you reach for an apple, you instinctively know that your hand must go around its form in order to pick it up.

Form Drawing helps in developing the fine motor skills as a preparation and later a support for writing. Form Drawing helps a child in many ways. It is incredibly therapeutic. It strengthens eye-hand coordination the movement of the form supports trains the thinking to be flexible and understand a complicated line of thought.

Children in Waldorf schools are introduced to form drawing right from Grade 1. They continue to work with forms generally till Grade 8. They experience different forms of increasing complexity as they travel up the grades. In Grade 1 children draw a simple series of straight lines and curves. In Grade 2, apart from running forms which help them to learn cursive writing, they even learn symmetrical forms with vertical mirroring.

In Grade 3, this is further strengthened by horizontal mirror and forms drawn using both the axis.

Fourth grade is a beautiful period to explore weaving forms. Here the possibilities are limitless. They are also introduced to asymmetrical forms during this period. The children in the 5th grade are introduced to free hand geometry, spiral forms and even to simple forms of the Mandala. The complexity increases when the children reach Grade 6 as they are introduced to formal Geometry by this time. They do more complex lemniscate (8-shaped) forms and metamorphical forms. In grade 7 and 8, the children can explore the world of solid geometry and perspective drawing.

Sadly, our children today are increasingly becoming image consumers rather than image creators. However, once children find their footing and interest in the subject of Form Drawing, there is endless scope to explore and experiment. It is an art in itself and supports other learning by developing will forces and feeling life in children and connects the thought process to execution.

Form drawing heals the life of the will and nerve sense organism that are going through transformation. Waldorf schools themselves which are generally perceived as “free” schools have a lot of form to them.

Forms help us to see with our hands. The drawing is just a trace, an echo of our process of movement. We need to just open our eyes and hearts to see the forms that exist around us which make our would so beautiful. In my opinion it is not an exaggeration to say that “sans form, sans beauty.”

Rajalakshmi Tummala
Grade Four Teacher
“How does this sport or that game reverberate in the soul of my child?” is a question that every parent keen to enrol their wards in fancy sports clubs should ask themselves. In a sport-mad culture, where children do their best to please their parents and peers, Bothmer Gymnastics is a true departure.

This holistic movement training actually sets the child free. Named after Count Froitz von Bothmer, who along with Rudolf Steiner, developed this physical activity suitable for the modern child, Bothmer gymnastics plays a crucial role in the Waldorf School curriculum.

Bothmer movements are age-specific and follow closely the development of the child. As the challenge of each exercise is mastered, they are combined into more complex patterns, becoming concentration exercises. Through training, children expand their understanding of movement and space.

Space, for Bothmer practitioners, is alive – not dead. Hence children learning Bothmer view their physical being as a wonderful instrument on which they can play the system of their life. By performing geometrical lines in a quiet sequence of Bothmer exercise, children are trained to be as flexible and as finely-tuned as possible, strong and resilient. In Bothmer, winning is not as important as enjoyment and skill development.

Bothmer gymnastics is a series of exercises that re-educates the child’s body. A child is subject to both hereditary and environmental influences. In this movement training, the child truly learns to become his or her own person. Children seek out challenges, not avoid them. A hyperactive child, for example, can find balance and calm thorough Bothmer exercises. This mind-body training helps children develop into free upright human beings. What’s more, Bothmer is not for children only.

Tough times can disrupt the balance within the body – right-left, front-back and above-below. Bothmer exercises can help to rebuild this balance at any age. So adults can use Bothmer as therapy to strengthen their relationship to their body and be present more fully in the space around them.

B. Hemanth Kumar –
Gymnastics Teacher
(Attended Bothmer training at the Melbourne Steiner School)
RHYTHM AT HOME

Children who live in an atmosphere of love and warmth, and who have around them truly good examples to imitate are living in their proper elements.

- Rudolf Steiner, The Education of Child

Rhythm is a healthy routine or way of living offered to a child by caring adults around him. The rhythmic element and repetition provides self-assurance and security, instils strength and helps the child grow into a responsible adult.

A good rhythm at home involves creating healthy habits and a fixed routine as far as possible.

Following are some of the key points –

1. Involve the child in useful and meaningful activities. They should participate regularly in domestic chores such as – sweeping, washing dishes, dusting their own play area, chopping vegetables, kneading dough, folding their own clothes, setting dinner table, laying their bed etc. This will keep them occupied and give them a sense of accomplishment.

2. Ensure that the child has sufficient exercise – both indoors and outdoors. Balance enhancing activities such as cycling, swimming, skipping, nature walks etc. should be encouraged.

3. It is preferable to avoid afternoon naps to ensure children go to sleep early (8 pm).

4. At bed time, narrating fairy tales to children provides the best nourishment for their souls.

5. No excessive stimulation with electronic media and toys. This reduces the ability of the child to imagine and fantasize thereby hindering his development.

Children easily grow restless, unsure and anxious in the fast pace of life today. We must work consciously and creatively to serve their development.

Sakshi Vasudevan
Class Teacher – Kindergarten

ARTISTIC ACTIVITIES IN THE KINDERGARTEN YEARS

Artistic activities in kindergarten help in stimulating the child’s creative powers and also the development of his physical body. It is a part of life in the kindergarten. They joyfully engage in artistic activities. It is an unconscious exercise with their own skill.

A kindergarten child imitates whatever the adults around him. When the adults are preparing for a festival, cooking, baking, cleaning or washing, the child gets great joy in role playing such activities.

The activity which a child is involved in is totally according to their own abilities and ideas. The process of doing the artistic activity is more important to the child than the final product.

Not all artistic activities are appropriate for a kindergarten child. The Waldorf curriculum has a well-defined set of age appropriate activities. In the kindergarten years, appropriate activities include wet on wet painting, drawing, beeswax modelling, stitching and braiding. Children are also involved in cooking, cleaning, washing up, putting away and folding the materials after free play.

Children grasp everything through their senses. They understand the world as they imitate the activities of adults around them. They experiment, imitate and bring in new creative ideas every time they are engaged in an activity.

Mary Lisa
Class Teacher – Kindergarten

Artistic activities in kindergarten help in stimulating the child’s creative powers and also the development of his physical body. It is a part of life in the kindergarten. They joyfully engage in artistic activities. It is an unconscious exercise with their own skill.
The Kindergarten Rhythm

Each school day, the Kindergarten children at the Sloka Waldorf School walk into a magical environment. Coloured silks draped from the ceiling and sunlight stream from the windows. The walls are painted in soft shades of pink and glowing yellow. The tables and chairs are natural, unpainted wood, just the right size for the children. The chairs are arranged in a perfect circle on a round bright red carpet. The fragrance of lavender oil is always there in the class. The surroundings have been created with care so that the senses are awakened and an experience of beauty greets all who enter. The children remove their shoes outside and keep their fruit in a basket. They wash their hands with rose scented water and sit down on their chairs. The teacher leads the class in a softly sung version of the morning verse. After the morning circle, the class moves on to free play. The children take beautiful heirloom toys from the shelves. A boy handles a sturdy wooden bowl filled with smooth river rocks, some of which become pretend food and also make great counting objects. A girl finds her favourite handmade doll and strokes its woollen curls.

Monday is a laundry or washing day.

Tuesday is a claywork day.

Wednesday is a painting day.

Thursday is a cooking day.

Friday is a stitching day.

Lunch served in school is a highlight. The food is always healthy and nutritious. After lunch, children go outside for play before their siesta. After some time, they are tucked in their bed with some hugging their pillows and others sucking their thumbs. The teacher narrates a story which weaves for them a world of fantasy. Oh! How beautiful is the day spent in kindergarten. Today's joyous journey must come to a close. Don't forget the Sun!

Don't forget the Moon!

Don't forget the Stars!

Don't forget the Spirit in you!

Pooja M Abichandhani –
KG Teacher

Movement – Challenge, Rhythm, Joy

When we started our work at Sloka Waldorf School, we felt challenged when we had to handle 1st to 3rd grade. We were supposed to sing and play with them in a lesson called Movement.

The initial shyness of the children disappeared quickly and soon we were crowded by a happy bunch of kids. After every lesson, we just felt exhausted. One thing was for sure; we had to make a change. This did not happen overnight. Changes happened slowly over the course of the year.

We observed the children, tried different games and attended pedagogical lessons and teachers’ training. Slowly but surely, we established a rhythm within the children so they could develop their physical abilities. Nowadays, not only the children but we ourselves are looking forward to every new movement class.

Paul Debusson and Milan Will
OUR PICNIC TO THE DEER PARK.

What a delight to see the children in the Deer Park. They were filled with joy to meet the only deer there. They named it 'Bambi' after the deer from the famous story of that name. They enjoyed the whole day playing on a huge rock, which they associated with the first story they heard in grade school about the Proud Mountain. It was evident that television and computer are not the actual source of entertainment for children, but a time consuming diversion from their routine. The true illumination happens in their minds and souls, when they are in the cradle of nature.

Priya –
Class Teacher (Grade I Peepal Section)

A DAY AT THE ZOO

Finally the D-day had arrived; our bags were packed, we donned caps and caps on our heads, children were super excited, and we were off to our class trip to the “Zoo”.

We boarded our bus and children from the Banyan and Peepal sections were in a cheerful mood. Adults included the Peepal section’s class teacher Priya, Madhuri (Rakshada’s mom), Rama (Chandu’s mom) and myself. Rasheeda and Anuradha amma were ready with our snack boxes and water cans. We zoomed off to our destination and a happy cacophony filled the bus! The bus journey was about twenty-five to thirty minutes but seemed eternal as the children after every bend of the road was expecting the “Zoo” to be there.

A hearty cheer resonated throughout the bus as we finally spotted the Zoo. With great excitement we entered and were amazed by the vastness of it. Moosa joined us at the Zoo with his parents and we all were very happy to finally start our exploration!!

We had a fruit break during which the children asked all the names of the plants nearby. After our short fruit break, we spotted the Toy train and we could not wait to get on it. Our Toy Train ride was very informative and enjoyable. We could spot a white tiger, a few crocodiles, many beautiful deer, turtles and bison. The children’s jaws were wide open and at every bend of the train ride. Their eyes were full of wonder on seeing such big animals right in front of them. After our Toy Train ride, we all gathered and rested near a shade of a tree and had some fun time climbing the nearby jungle gym.

The children were already hungry and when the suggestion of ‘lunch’ was made, everyone agreed instantly! We all joined in to have the sumptuous pulihora and the curd rice provided.

We then became committed foot-soldiers and started our walk to cover the Zoo by foot. We first visited the giant tortoise’s place, then the monkeys (what a delight it was to see some of them hanging on their tails). Then we came across many birds – white peacocks, parakeets, blue peacocks, parrots, pigeons, macaws and many more. The children were ecstatic!! We followed the trail and visited the white tigers; a few more deer’s and soon the children’s tiny feet started aching. We were all looking forward for something cool to drink or eat and what better than Ice Creams!! We all screamed for Ice Cream.

It was a good break and everyone enjoyed sitting down for an ice cream. After the break, we soon realised it was well past 2:00 ‘o’ clock and it was time to go. None of us wanted to leave and the teachers could only make the children agree to leave by convincing them we would be back someday in the future for more!

We soon boarded our bus, drawing the curtain over an adventures day at the Zoo. Our class trip was truly memorable and reminiscing the day I could only remember happy faces smiling back at me.

Madhusandhya Das –
Grade One Teacher (Banyan Section)
HOW MY CLASS LEARNT TO READ

Many schools in India now expect the children to have already acquired the rudiments of the 3 Rs before they enter Kindergarten. Parents, who find this ridiculous, still make every effort in this direction with their toddlers so “they will not be not be left behind.”

Waldorf education takes an opposite standpoint on literacy and introduces these skills only after the child has turned 6. Some parents and even children worry about the late introduction to reading and writing. They don’t want to be left behind. As far back as I can remember, I could read and write. Of course, there must have been a time when I could not read but think as much as I can, I really don’t remember that exact moment or what happened when I suddenly made the switch to literacy. It was like magic. I could not explain it. Perhaps because it all happened so long ago.

Confronted in Grade 2 with the task of teaching the little ones to read and spell, I tried hard to transport myself to those days when I learnt to read. And I simply could not remember. So we began, my class of 32 and myself. Some of the children (who joined us from other schools) could already read. The rest of them could not. I began by worrying about how to get all of us to the place where we could all read. I myself didn’t remember learning the spelling rules and had never heard of phonetics till I was an adult. My own childhood memories failing me so spectacularly, I had to find my own path. We began, my class and I, by exploring vowel and consonant sounds and spellings. I made complicated, ever-changing lists based on reading readiness. I made all kinds of little stories and paragraphs focusing on specific sounds. A parent introduced us to rebus reading. Of course, we immediately tried that. My dreams and nightmares were made up of letters and words and rules. I thought I had to do something, some special thing to make everyone able to read. In reading hour, we read to each other and I made even more complicated, ever-changing groups and made up many more spelling stories. Whether it helped them read or not, the children loved these spelling stories and we even wrote some of them down. Noisy Nicky (explaining the Kn/Gn rule) was the hot favourite of the year. I made more lists on words children stumbled at and my book was a mess of words, rules and children’s names. I did not understand why the children – even those who could not read – looked forward to reading hour so much.

And then, November arrived; suddenly they could all read. As a class, we went from Graded Reading Picture books and by the end of the year many moved onto chapter books. Of course, there was a time when they could not read but think as much as I can, I really don’t remember that exact moment or what happened when they suddenly made the switch to literacy. Like me, most of them love books. Generations pass but still it is magic. It happened right before my eyes but I still cannot explain it. However, because they begin at the right age, the children seem to be ready to love reading and the growth – in terms of reading skills, the depth of understanding and love for reading – is pretty steep. Children don’t get left behind. Just give them the right thing at the right age and they will move onward – purposefully and cheerfully. It is magic. You can’t explain it.

Leena Thomas –
Class Teacher Grade II

WITHIN SCHOOL

One lively class in school was always used to playing practical jokes on teachers. One of the teachers wished to take classes for them after school and so he put the following notice on the black board:

“Teacher will take IX grade classes tomorrow at Six.”

A smart alec boy found time to erase one of the letters without anyone knowing. The notice now read:

“Teacher will take IX grade classes tomorrow at Six.”

Not to be outwitted, the next day the teacher erased yet another letter and now the notice read:

“Teacher will take IX grade asses tomorrow at Six.”

K. Manorama
Geography and Astronomy Teacher
THE GRASS AND THE SAINT

I am your friend, Tree and this is my tender little brother, Grass. You have been hearing a lot of beautiful stories from your parents and teachers, but today we want to share a true and a touching story with you all.

A saint lived in a cottage near where we live. One warm pleasant morning, he was sitting along with his visitors as usual. Suddenly he began to shiver. People around him were puzzled and anxious. There was no change in the weather. They were worried that their master caught a chill, or was unwell!

However, the cause of his shivering was different and unusual. A British soldier was stamping on the tender grass. “Thak! Thak! Thak!” thudded his heavy boots. Hearing this sound, the Saint could sense the wounds caused to the soft blades of grass and he himself felt trampled upon. It made as much impact on him as a stampede. Such was his total identification with the whole of creation. We plants and trees cringe when people approach us with sharp tools, but if you prune us lovingly then we can flourish and feel less discomfort. Even a tree in a hillside ashram which had turned absolutely bare, began to blossom after a saint lovingly urged it to perform better. We have feelings too. Love us and we will flourish.

Bhavana Shah
(Hindi Teacher)
I started my eight year odyssey with a group of about 30 children in the year 2005. It was a very special year, when my first grandchild arrived into our family. The year was auspicious and the month was auspicious too. My grandson was born in June 2005 and my group of 30 had to be received in June 2005. Unfortunately, I could not be present at both the births so Mrs. Yasmin Italia received the 30 children ceremoniously in the Film Nagar Sloka building. The entire class remembers Mrs. Yasmin’s offer and her unconditional love.

I took over the responsibility in July 2005, taught the children the letters of the English alphabet, numbers, music, movement and many other things.

When I look back, and ponder, on each and every year, month, week day and hour that has gone by there is a deep sense of gratitude, and love intermingled with pride. There were moments of anger and frustration too when things did not go the way they should or a child did not reach his on her milestone. Today, I realise that these were also years and hours of learning for me as a teacher. Their adoration, innocence and eagerness enthused me to learn to be a better teacher and a better human being. I learnt fractions to teach them, I learnt history to teach them, I learnt Human Biology and Algebra too to teach them. Through a parent I learnt about housebuilding and architecture and we built a playhouse for the Kindergarten children. These children have challenged me intellectually and creatively so they could be taught. I sometimes wonder, Am I their teacher or vice versa?!

During this memorable journey, the destinies of several children lead them elsewhere, while other new children joined our destinies. This journey could only be possible because of the support given by all the parents, whose immense faith was and is my scaffolding.

The culmination of our journey was on the 16th February, 2013 at the State Art Gallery, Jubilee Hills, where they performed the Shakespearean play – 'A Midsummer Night’s Dream’ – for their parents. I have to make a special mention that the stage backdrop was created by the children, the background music was their effort. It was a stupendous performance which will always be etched in their young minds and mine and, of course, in the minds of the parents.

I would like to thank all the other teachers who supported and helped the children and me to gracefully complete our eight-year journey.

Today, these fourteen year olds may seem rough, rugged and distant but watch them from a distance ruffle a little ones hair, fondle a little baby or serve the school staff, and one is touched. They are still tender within and always eager to help and serve.

I conclude with blessings for every one of them and hope they will always carry the love and warmth within them. God bless all of them and I hope they have the resilience that is needed to live in this world.

Jyotsna Patnaik –
Class Teacher (Grade VIII and Grade III)
Greek Olympics is one of the most important and much awaited events for Grade 5 in all Waldorf schools across the world and it is no different in India. Olympics as we all know originated in Greece when ancient Greeks celebrated their physical fitness and graceful movements in the form of sports. Olympics was a five day event in those days. The first day was dedicated to Greek God Zeus and offerings were made to Him. Only greek men could participate and all sportsmen were given safe passage even through warring kingdoms. The winning sportsmen were awarded with wreaths made of olive leaves and these were much coveted and cherished.

Dr. Rudolf Steiner considered the consciousness of a grade 5 child to be similar to that of an Ancient Greek. It is a period of grace, beauty and balance in the physical body of the child. Children also study Greek Mythology as part of their curriculum.

Greek Olympic celebrations in Grade 5 started as a tradition since 2005 February. The Tridha School in Mumbai initiated this event. They invited Sloka School to be a part of this sports event. At that time they were the only two Waldorf schools in India.

Tridha organised five sports events-100 metres run, 100 metres relay, Discus throw, Javeline throw and Long Jump-in their school premises and 50 children participated. It was a whole day's celebration with Zeus and Hera watching from Mount Olympus and it ended with wreath and medallion distribution. Wreaths were given to children who exhibited grace and speed.

This tradition has continued ever since.

There are more Waldorf schools in the country now and the Olympics event is organized in turns by each waldorf school.

This year(2013) Sloka School organized the Olympics. Six waldorf schools(Abhaya, Diksha, Prerana and Sloka from Hyderabad, Tridha, Mumbai and Bangalore Steiner School, Bangalore) and a Waldorf school for children with special needs(Saandeepani) participated. Children and teachers who came from other cities were hosted in the Sloka school. Parents of all the participating children were invited to witness the events and to cheer their wards.

It was a two-day event. The first day, 11th February, was a day for rehearsals. The children, about 142 of them, assembled in our grounds and rehearsed the movements and formations. Children were divided into four teams. These teams represented Athens, Sparta, Ithaca and Crete, the four popular ancient cities of Greece.

There was much excitement as the cities and the teams were announced. There were disappointments, as well, for children have their own favourite cities and wanted to be part of them! Some of the children and teachers of Sloka stayed back in the school with the children from other schools. It was an opportunity to exchange and compare notes and lessons.

On the 12th February, after a quick breakfast, children assembled in the ground. They were all dressed in the colours of their respective cities- Athens in green, Crete in yellow, Ithaca in blue and Spartans in red. Zeus and Hera(Mr.Wolfgang and Mrs.Ellen, mentors...
from Norway) stood on Mount Olympus and witnessed the four
cities march towards them as priests, javeline throwers and
soldiers in a particular movement and form. They stood and sang
Zeus’s praises. The grade 5 teachers of all seven schools made
offerings of stone, water and pomegranate seeds to the celestial
couple. The Olympic torch was passed around and the flame was lit
at the altar. The judges took their oath and the gods declared the
games open. The sports festival began with loud cheers from the
audience.

The first event was the relay race of all the cities, followed by heats
for 100mts race. It was heartwarming to see the audience cheer
and encourage the children of Saandeepani. The next events were
elimination rounds for Javeline, Discus throw and Long jump. After sometime
we got the hang of it. From December we started having
Olympic practise every day. We learned how to give and take
the baton properly for the relay race. We did a lot of hard
work. We did meditation. Soon we were practising for all the
events- Discus, Javelin, Relay and Hundred Metres Run. We
learned the movement for Olympics. We also learned to sing
‘Glorious Apollo’.
Yerik
Grade 5

Greek Olympics is an eagerly awaited event for Class V.
Grade V participates because they learn about Ancient
Greek history. The original Olympics was a thanksgiving
offering to Zeus and the other Gods in Olympus. Wars were
stopped because every person could reach to the Olympic
ground safely and participate without fear. Olympics was a
five day event from which three days were spent for sport
and two days for offering and festivities. There were five
main events: Discus, Javelin, Running, Jumps (long), Chariot
race or Wrestling. On the last day the winners were awarded
with olive wreaths.
All the Waldorf Schools in India meet at a certain place, for
class V Olympics. The events are almost the same but
instead of wrestling we have relay race.

Rohan S
Grade V

The first event was the relay race of all the cities, followed by heats
for 100mts race. It was heartwarming to see the audience cheer
and encourage the children of Saandeepani. The next events were
elimination rounds for Javeline, Discus throw and Long jump.

Then it was time for lunch. Sloka kitchen staff prepared a delicious
special meal for the participants, judges and audience. After lunch
everyone reassembled for the finals of all events. The winners were
declared after the events.

While speed and competence were given due importance, grace
and the spirit of sport were equally recognized and awarded.
Winners received wreaths while every participating child received a
medallion as memory.

Later all the cities marched to their form again and thanked Gods.
They sang Zeus’s Hymn and He closed the games.

This was a day of grace, speed, beauty, balance and form. It would
remain in the memory of all grade-5 children for a long time to
come.

Vinita Sreepada
Grade VII Teacher and Olympics Co ordinator

Olympics Practice in Grade V

At the beginning of the year we knew that we have
Olympics. We started practising relay race by ourselves.
Around September, Hemanth Sir started practising Javelin
and Discus. Murthy Sir taught us long jump. After sometime
we got the hang of it. From December we started having
Olympic practise every day. We learned how to give and take
the baton properly for the relay race. We did a lot of hard
work. We did meditation. Soon we were practising for all the
events- Discus, Javelin, Relay and Hundred Metres Run. We
learned the movement for Olympics. We also learned to sing
‘Glorious Apollo’.

Yerik
Grade 5
GRADE I & II ARTWORK
How to get friends at Sloka School

I am writing about my experience at Sloka. It is very beautiful and big. I joined when I was in Kindergarten. I was feeling very sad that I didn’t have any friends. So I went home and told my Mother and she said that she would talk to Nishita Teacher. The next day when I went to school I saw three girls waiting for me. I was very surprised. Soon they became my friends. From that day I was very happy.

Himaja Rangisetti
Class II

Poems of ING Words

I like....
I like the flowing water
Splashing here and there
Dashing with the crocodile
I like the glowing sun
The blowing wind and the water splashing

Avyaya
Class II

Nature

The wind was blowing fresh and strong
It gives the earth love and life
The rain is splashing to and fro
To give the flowers a fresh glow
The trees are dashing one by one
To clean their trunks high and low.

Dithi Rajnish
Class II

Flashing and Splashing

The water was flowing
A boy went splashing
The sun was glowing
The boy went dashing
The wind was blowing
The sun was flashing
The boy came running,
Jumping and Sprinting,
Walking and Leaping
Moving, Moving
Because he was so Happy!

Arjun Iyer
Grade II

The Hawk and Pigeon

Once there was a farm. In the farm, there lived many pigeons. The farmer took care of them and gave them grain to eat. But they were scared of the hawk. The hawk would attack them to eat. So they began to hide inside the farmer’s shed. The next day, the hawk started to get hungry and said “I have to think of an idea.”

The next day, the hawk said to the pigeons, “You are noble birds. I will protect you and I will stop eating pigeons from now.” The pigeons thought, “We should let him in and he will protect us.” They let him inside. The hawk was crowned as the king and said, “How foolish are these pigeons!” He pounced on the pigeons and ate all of them and he flew to his part.

Yash Satwalekar
Grade II
I like my mother because she cooks nice food for me. She stitches nice clothes for me. She draws beautifully.

I like my father because he likes me so much and I like him so much. He helps me in many things.

I like my sister because she teaches me many things. She teaches me music and reading and we fight a lot

Samanvitha B.
Grade II

My mother’s name is Sobana. She is a teacher in Sloka. I like her because she is nice and kind.

My father’s name is Srinivasan. He is a businessman. I like my Father because he plays with me.

My sister’s name is Medha. She is in the seventh grade. I like her because she is cute and remembers things for me.

My name is Vasundhra. I am in Grade 2. I like myself because God created me. I like to draw, sing and read.

Vasundhra Srinivasan
Grade II

In my family there are 4 people my mom, my dad, my sister and myself. I like art, I am in Sloka school and I am in Class 2. I like my Mother because she often comes to school to bake cakes. She even makes cookies at home.

I like my sister because if she makes a mistake, she comes and tells me sorry and sometimes she sleeps on the sofa.

I like my Father and I even like his funny smile. Sometimes he sleeps like my sister. This is my family.

Ivana A Thomas
Grade II

My family has 4 people my Father, Mother, sister and me. My Father’s name is Ramkumar. He works at Broadcom. I like it when he plays badminton and monopoly with me. My Mother’s name is Anitha. She works in Treasure House, which is a children’s library.

My sister’s name is Saadhvi. She is 6 years old and turning 7 in May. I like reading to her. I love my family even if I get bad thoughts about them and also because they love me and we help each other. Often, my Grandmother comes visiting. I like it when she is around.

Santhoshi Ramkumar
Grade II

I am Ayyaya. I like to play outdoor games. Whenever my teacher tells me to bring a book, I always forget it. I’m fine now.

My father is a farmer. Well, he used to work in the newspaper company. He goes to the farm for 6 hours 6:30 a.m. to 12:30 a.m. My father likes to play football, cricket and tennis. Well, I like my father but I see him only sometimes. He knows how to farm very well.

My mum is always not well. She tries her best to be better. She plans picnics and parties for me. I like her.

My brother’s name is Akshat. He calls me NTF, which means National Train Factory. He likes to play cricket and football. I don’t like him when he scolds me.

Ayyaya Mohan
Grade II

My name is Zoha. I study in Grade 2 at Sloka School. I like to read and I like to draw. I also like to sing. In my family, I have my father and my grandmother. My father’s name is Naeem. He has two companies. He also likes to cook. I like my Father because he loves me a lot. He cooks for me and I like to eat the food he cooks.

My grandmother’s name is Nusrath. She was a teacher who used to teach about plants. I like my grandmother because she reads stories to me. She also helps me to knit. I hope you enjoyed reading about my family.

Zoha
Grade II

My grandfather’s name is Arvind. He worked in the Army. He is a doctor. He does farming with me. He is special in art. My grandmother’s name is Alka. She worked in a hospital. She teaches me knitting. She makes special sweets for me.

My father’s name is Ajay. He works at Microsoft. He plays with me. He is special in FUN. My mother’s name is Mona. She works in Wells-Fargo. She is special in painting. She loves me the best.

My sister’s name is Arushi. She goes to Sloka. She is special in playing with me.

Akshay Bhave
Grade II
CLASS 3 AN OVERVIEW
We started the year eager to learn,
Stepped into our class with fervour and fun
Made new friends to share and play
With three angels to guide our way
We learnt to measure
Grew plants that we treasure
Seating we made with bricks and sweat
Learnt about professions, each so great
Learnt tables and 4 processes that brought numbers alive
Money and time that we learnt to apply
Grateful to my Class amma, my teachers, my parents and grandparents
Thankful to mother Nature to whom with reverence I bow
Bestowing on me the chance to learn and grow
Adithi Vasudevan
Class III

SUNFLOWERS
The sunflowers look up, the sunflowers look up!
The lotuses they bloom, The little lilies scent,
When the sparrows begin to chirp.
The ants gather food for winter,
The sweet ripe fruits they smell like ginger.
As the sun comes up with newest ray of sunshine,
The gentle breeze blows with the fresh scent of joy.
And when night arrives, the flowers begin to close.
The cold wind blows sending everyone to sleep.
Anshika
Grade III

MILLY MILLY MONTH OF MAY
I was walking through the path one day in the milly milly month of May. I was taken by surprise with same bats on the milly milly month of May.
Meera Balan
Grade III

WATER O’ WATER
I’ll wash my face with water
Said momma to her Nani
We all quench our thirst with water
We all are alive because of water.
Water has been with us for ages,
Its story can fill so many pages.
Some where it is dew.
Some where it is snow.
Steam is also water if you know!
Water has forms so many
That is what, says my Nani!
The river flows, the water sings,
And water swells in lakes and springs.
Life on Earth it has brought
Watered fields and life they got.
But when the water breaks in floods,
Great misfortune it always works.
Sathwik
Grade III

RABBIT
Hop! Hop! Hop! Hop!
Little rabbit! Why don’t you stop!
I have carrots only three!
Two for you, one for me!
Crunch! Munch! Cruch! Munch!
Carrots make a lovely lunch.
R. Vahini
Class III

SANTA CLAUS
When Santa Claus came home to give us gifts, the children were hiding behind the wall. They were trying to see if Santa Claus came or not. They saw that Santa Claus came and gave them gifts and they were so happy.
Poornima
Class III
TREACLE

Tick-tock! Tick-tock! Treacle in my pot,
Tick-tock! Tick-tock! Treacle in my pot
Tick-tock! Tick-tock! Treacle on my bread
Tick-tock! Tick-tock! Treacle on my bread
Tick-tock! Tick-tock! Treacle in my pot
Do you like treacle? No!
I love! I love treacle a lot.
I think you will when you taste that treacle that is good.

Meera Balan
Grade-III

THE SUN IS GOLDEN

The Sun is golden
The flowers are as fragrant as perfume
The bears are drinking honey while the bees suck their nectar
The trees are swaying side to side
The birds are chirping sweetly
In the night all of them sleep
While the moon says good night.

Saathvi K.
Grade III
THE HYDERABAD WALDORF SCHOOL

CLASS IV

Class 4 is fun,
Many things to be done!
We have had many trips,
Where we played many tricks.
We've been to many temples
With rosy cheeks and dimples.
Sleep overs were nice,
For we slept in Guntur twice!
What more would you ask for,
When you are in class 4?

Prakhyaa and Nandana
Grade IV

WHAT TO WRITE ABOUT A SOFTWARE ENGINEER?

What to write about a software engineer? There is nothing to describe about him, is he the president of America? Is he the chief minister of Andhra Pradesh? Or is he the God?

A software engineer is a worker who works for 20 hours a day and spends 4 hours with his or her family. He works the whole month. But at the end of the month sadness will come over. Because milk, electricity and maintenance bills will come home at the end of the month. A software engineer is the greatest sage! So, what to write about him?

Shivananda
Grade IV

Riddles

What is the hottest part of a man's face? His side burns
Which side of a fireplace is the hottest? The fire side
What is the hottest day of the week? Friday- (Fry day)
What flower is the happiest? Gladiola (Glad-Iola)
What is the shortest month? May (It has only 3 letters)
What is a perfect name for a selfish girl? Mimi (me, me)
What newspaper did the cavemen read? The Prehistoric Times
Where do snow flakes dance? At the snowball
Where do golfers dance? At the Golf Ball
Where do chickens dance? At the Foul Ball (Fowl Ball)
What did one angel say to the other angel? Halo

Ria
Grade IV

THE ING KING

Once upon a time here was a King whose name was Ing Ing. He named himself that because his kingdom was always doing something. Either dancing or singing or laughing or playing. Ing Ing had a very special ring too.

One day, Ing Ing’s ring got stolen and the whole kingdom started worrying. A few days later, a man came to Ing Ing and saying, “Here is your ring, Sir Ing Ing I found your ring in the factory when I was making wings.”

But the king was way too smart for someone fooling him. He took the ring and said, “O thank you kind man for coming and showing yourself as the culprit I know that a ring can’t be found in the factory that was making wings. You will go to the prison!”

All the people in the kingdom of Ing Ing stopped worrying and started singing and dancing. After that all the people started living happily ever after.

Vrinda
Grade IV

Rabbit on the Moon

Long long ago, God was thinking which animal is useful. All animals are useful at different places and different things. The camel is useful in the desert, the cow gives milk and elephants can carry loads of sticks.

Then God had an idea. God came to Earth as a poor man. God asked the elephant, “Can you give some food?” The elephant got very angry and said, “I am not getting enough food for me, how can I give you? Go away.” God asked the camel and the cow the same thing. Even they gave the same answer as the elephant.

Then God saw a rabbit nibbling a carrot. God asked, “Can you give me some food?” Then the rabbit gave God the carrot. Then God said, “How will my hunger die with this small carrot?” Then the Rabbit started collecting twigs. He said, “I have nothing else to give you except me, you can roast me and eat!” He took two stones and lit a fire and jumped into it.

God was astonished. He took the rabbit out of the fire with his magical hands and said, “I am God! You can stay closest to me on the moon!” From then on, everybody can see the Rabbit on the moon.
Math Poem
Maths can be hard
Maths can be crazy
Maths can be funny
As well as easy
So never fear about Maths
Always enjoy it!!

Sindhuja
Grade V

Riddles
1. What begins with T, is full of T, and also ends with a T?
2. What is the thing that keeps getting wetter, the more it dries?
3. I am black when you buy me, I turn red when you use me, and grey when you throw me. Who am I?
4. What is it that starts with an 'E' ends with an 'E' and usually contains only one letter?
5. What is the one question you can ask all day and even if the answers are all different they all may be still correct?
   (Answers: Teapot, Towel, Coal, Envelope, What time is it?)

Sindhuja
Grade V

Friendship
I went to Vizag
I saw many ships
But I didn't like anything
Then I came to school
Where I liked one ship
That was FRIENDSHIP

Yoshitha
Grade V

Osiris and Set
Osiris, the Pharaoh of Egypt had an evil brother called Set. He hated Osiris because of his wisdom and goodness. Set wanted to take over as King. So he stealthily started a plot against Osiris. He trained some soldiers to fight Osiris. But Osiris could be defeated only by a cunning plan. Set told Osiris that he wanted to make peace with him. Osiris held a huge banquet to celebrate. Isis who was Osiris's wife knew something was wrong and she stayed away in her chambers. During the banquet, Set showed people a carved casket. Everyone was struck by the beauty of the casket. Set said that he would gift the casket to the person whom it fits perfectly. Everyone tried but it was either too big or too small for them. Osiris lay down in the casket. The moment he did that, Set closed the lid of the casket and sealed it! After that Set's men came from their hidden places and killed Osiris's men. They threw the casket into the river Nile. Isis peeped out of the window and saw a light that went heavenward. She knew that her husband was dead. She turned into a bird and escaped from the palace.

Ayush
Grade V

'A' was an apple pie
A was an apple pie,
B bit it
C cut it
D dealt it
E eyed it
F fought for it
G got it
H had it
I inspected it
J jumped for it
K kept it
L longed for it
M mourned for it
N nodded at it
O opened it
P peeped in it
Q quartered it
R ran for it
S stole it
T took it
U upset it
V viewed it
W wanted it
X, Y, Z all wished for a piece in hand.

Anjali
Grade V
THE TROJAN HORSE

There was once a powerful kingdom called Troy. The King of Troy was Priam. He had many sons. When his wife was giving birth to a son she had a dream which terrified her. She dreamt that the kingdom was burning into ashes. The King sent the child to the hills. He was raised by the shepherds. The boy’s name was Paris. He soon grew up to a young man.

One day when he was grazing his sheep he saw three women arguing. These women looked like heavenly beings. They were Goddess of wisdom- Athena, Hera the queen of the Gods and Aphrodite the Goddess of love. They were arguing about who is the most beautiful among them. When they saw Paris, they gave him a golden apple and asked him to give it to the most beautiful among them. Paris gave the apple to Aphrodite as he thought she was the most beautiful one. She blessed him saying that he will get a very beautiful wife.

After a few years Priam called Paris back to Troy. Paris went on many adventures. On one such adventure he came to a land called Sparta. The Spartan King Menelaus was away. He had a very beautiful queen called Helen. Helen went to meet Paris. Paris was stunned by her beauty. Aphrodite cast a spell on Paris and she agreed to go with Paris. Paris also took all the King’s riches. When Menelaus returned he was very angry. He gathered all the Greek Kings and attacked Troy.

King Odysseus of Ithaca and Prince Achilles were among them. Prince Achilles’s mother was Thetis a Goddess of the Sea. She dipped him in the river Styx by holding him by his heel to make him invincible. But his heel remained weak. During the war Prince Hector killed Patroclus a good friend of Achilles. Achilles killed Hector in revenge and dragged his body around the shores of Troy and refused to give Hector a proper burial. Apollo was angered by the behaviour of Achilles and he came down as a stormy cloud and shot an arrow on Achilles which hit him on his heel and Achilles died.

The war lasted for ten years. Athena the Goddess of wisdom advised Odysseus to build a wooden horse and hide soldiers in it. The Greeks left the horse in front of the city gates of Troy and receded from sight. Trojans were jubilant to see that the enemy had retreated. They took the horse inside the city.

After a great celebration the Trojans slept peacefully at night. The Greek soldiers came out of the horse and attacked the Trojans. Troy was defenceless. The Greeks burned the whole city and soon the city turned into ashes. Thus the Queen’s dream came true.

Fungi

Fungi are plants which can grow on wood, other plants and damp forests. The fungus feeds from decomposing organic matter. They grow where there is no sunlight and only in wet places. Different types of Fungi are mould, mushroom etc. Mould is a simple fungi which can grow on stale bread. Mushrooms grow overnight after a heavy rain, so it seems are like moon’s children rather than the sun.

Mushrooms are held up by slender threads under the Earth or decomposing matter. The delicate mass of thread is called Mycelium. There are different types of mushrooms. Only some are edible like the button mushrooms. Death Cap is quite poisonous and Fly Agaric can drive away flies.

Rithvik
Grade V

DOLPHINS

Swimming Dolphin up and down
In the sea all day long
What to say to say in blue and grey
Dolphin seems so friendly and gay.

Ishani
Grade V
TIGER
Oh! What do we do?
Silently and gently he arrived
A beauty in dark stripes
And reddish orange fur.
A sight both impressive and awesome!
How long? How long will we
See these magnificent beasts?
Bad men kill them for their
Teeth, nails and fur;
While others cut down
Their beautiful homes.
Oh! What do we do?
Rohit
Grade V

SAVE WATER
Save water! Water is one of the most important things in your life.
CAN YOU LIVE WITHOUT WATER? Of course not. So do not forget to save water. Many people waste water. Let’s start with ourselves and then save the world!
Ishta
Grade V

SPARROW
Gently flies the sparrow,
In all her splendour,
Chirping away in sorrow,
Finding no home they wonder,
What to do about man’s blunder!!
Rohit
Grade V

RIDDLES
1. It cannot be seen, cannot be felt
   Cannot be heard, cannot be smelt
   It lies beyond the stars and wonder hills,
   And empty holes it fills.
   It comes first and follows after,
   Ends life, kills laughter
   What is it?
   (Answer: Dark)

2. Voiceless it cries
   Wingless flutters
   Toothless bites
   Mouth less mutters
   What is it?
   (Answer: Wind)

3. This devours all things
   Birds, beasts, trees, flowers
   Gnaws iron, bites steel
   Grind hard stones to meal
   Slays Kings, ruins town
   And beats high mountains down
   What is it?
   (Answer: Time)

Shams
Grade V

SOLVE THIS RIDDLE
I am a word of five letters
People eat me!
If you remove my first letter
I will be a form of energy!
If you remove my first two letters
I will be needed for a living!
If you remove my first three letters
I will be a preposition!
If you remove my first four letters
I will be a drink for you!
What word am I?
Answer: Wheat
Ishani
Grade V
BOOK WORM
My head is a muddle,
It is full of odd things,
Of spaceships and earth worms,
Of rabbits and kings,
Of doggies and fat cats
Of horses with wings
Of parrots and peacocks,
Of puppets on string
Of girls with big ribbons
Of boys who like bling.
Of mobsters and muggles,
Of donkeys that sing,
Of genies and treasure,
Of magical rings,
And how did they get there?
How come this to pass?
The answer is that
They got there through my tummy
For I am a bookworm
And I think books are yummy.

Ashritha
Class VI

JHAROKA
The most awaited day for me this year was my school’s annual day called Jharoka. We prepared for that day for 8 months. My class had to do 4 performances. The first performance was the opening song Gayiye Ganapathi. We were singing to Lord Ganesha for his blessings. The next one was a folk song. The boys wore kurtis and dhottonis while the girls wore lehengas. We danced to the beats of our beloved dance teacher.
The next was an instrumental performance for which we had been practicing since the beginning of the year. Each of us chose one among the 4 musical instruments available: keyboard, tabla, flute, and violin. After that we did pyramids. We worked the most for it with our Gym Sir.
The seventh grade did 2 comedy shows. The ninth grade did a Ramayana play. The highlight was 10th grade gym performance. The tenth did their final tests facing many obstacles. In the end, the overall performance was outstanding.

Prateek
Class VI

PETs
I have many pets
Some are noisy
Some are funny
Some are mad
Some are bad
Some like to gobble
Some are like a bubble
Some are rapid
Some are stupid
Thank God,
I have pets of every sort.

Vedant
Class VI

SUN
The Sun is our source of light and warmth
Helping us start our day with a shine and a new thought
Removing the darkness from our lives
Bustling us with energy and making us smile
He is a gigantic fireball of gas
Though it has some pockets cooler than the rest
The Sun hides when there is a total eclipse
The sight is beautiful but not for our naked eyes to experience
There are some sun spots on the sun
Which can be as big as to fit in the planet Jupiter! That’s not fun
But the sunrise and sunset can make you mesmerised
Oh sun! Dear Sun!
Without you our lives will be No Fun!

Vedant
Class VI

ANCIENT ROME
Rome was given the name by Romulus. At first, Rome was a small village with walls and furrows dug up and fugitives were invited to live as free citizens. Soon, Rome conquered the neighbouring lands and spread; all 7 hills of Italy came under Rome.
The first 7 Kings of Rome were significant. The Kings were from all over the Mediterranean lands. The first king was Romulus (a Roman Ruler of whom it is believed that when he died, his Father Mars carried him up in a cloud).
Romulus was followed by Numa Pompilius (a wise Sabine ruler), Tullius Hostilius (a warring Roman king), Ancus Marcius (Tullus’s Grandson), Lucius Tarquinius Priscus (a Greek wise man), Servius Tullius (servant of Priscus) Lucius Tarquinius Superbus (a bad Etruscan ruler). These were the 7 kings of Rome.
Rome was a powerful state and at a battle with Carthage, Scipio I was sent to burn the city while their General Hanibal was fighting in Rome. This cunningness brought victory to Rome. Scipio I was given the Title Africanus. But after Augustus died in 14 A.D., the downfall of Rome began.

Vedant
Class VI
OUR NATIONAL FLAG
The National flag of India has three colours. It is deep saffron at the top, white in the middle and dark green at the bottom in equal proportions. The ratio of the width to length of the flag is two to three.

In the centre of the flag, there is a navy blue wheel known as the Ashoka Chakra, the Wheel of Law in the Lion Capital of Ashoka pillar at Sarnath. The chakra is a Buddhist symbol dating back to 200 BC. The National flag was adopted in 1947, the year of the Indian Independence and is based on the flag of the Indian National Congress. It was adopted during meeting of the constituent assembly held on July 22, 1947. It was designed by Sri Pingali Venkayya. There are strict rules and regulations regarding its use by the public as it is a national symbol and must be treated with respect.

Shreya
Class VI

THE MOST FOOLISH PERSON I HAVE EVER MET
Actually the most foolish person I have ever met is the human being. Why should I go till the human race, I myself am the most foolish person I have ever met. Because we humans never live in the present.

Oh! please don't think that we are ghosts. Practically, I was saying that we humans never live in the present or enjoy it. We always think and get depressed over our past or we think and get worried about the future. We are really mad, you know?

If you see animals like the lion, they enjoy the present. Lions hunt animals and kill them only if they get hungry. When they are not, they do not harm them. We must learn from these animals to live in present instead of acting like fools. I am trying to practise it now. How about you?

Gayathri
Class VI

CHILDREN EATING GARBAGE?
While I was coming back from my school, I asked the driver to stop the car. I got down from the car and went to the opposite side of the road. I saw some children eating food from the bin. It was ridiculous. I thought only stray cats and dogs eat from the bin. I went to them and asked, "Why are you eating from the bin, why don't you eat hot, fresh food? " There is no one to make hot food for us," the children replied.

Suddenly a thought came to my mind. I always make fuss when I get something bad to eat, in my tiffin. As I reached home I made up my mind, "We will go to every person who has money, so that we can make these children study or put them in an orphanage where they can study play and enjoy." When my parents came, I took permission from them. The next morning they all gave us money, and we took the children to the orphanage.

Nandini
Class VI

NATURE WALKS WITH MY FRIENDS
On Sunday morning, I often go with my parents and friends for nature walks. We have three favourite locations; KBR Park, Lotus Pond, and the University of Hyderabad where my parents work.

My friends and I like to spot and count peacocks in KBR Park. We do a 4 km run there. Lotus Pond is a smaller park. They built a small pathway through plants and trees. We do four laps in Lotus Pond. It’s fun going there.

The University campus is huge. We used to have a garden. We go to Peacock lake, South Campus and other various places for walks. Once we went near the rocks. My friends and I played on the rocks a lot. There were many glass pieces. Thank God we were not barefoot. I like these nature walks because there are nice, colourful, and green trees and colourful flowers.

Once, I went for a 22 km run. It took us around 3-4 hours. We started at KBR Park and ended at Gandipet Lake. It was exhausting, but fulfilling.

Saranya

A STITCH IN TIME SAVES NINE
The washing machine pipe in my balcony was leaking and my parents didn’t care about it. So, after some time a person who lives in Flat 303 came to my house and he shouted at us "why are you making a mess in our balcony?

My Mother was surprised and shouted back, "What are you saying! We never made a mess in your balcony.

Some time after the argument, the neighbour went away angrily. After a few hours, my mother wanted to dry our clothes. To our surprise the whole balcony was wet.

We immediately called the servant and the plumber. After some time, when the work was done we had to pay a huge sum for both of them.

We also had to apologise to the neighbour and pay money. It was an embarrassing day. It really happened to me.

S Ruchika
Grade VI

MEMORIES FROM DIFFERENT KIND OF CHILDHOOD
When Indira Gandhi was young, she used to like to play alone. Once Indira’s aunt came from Paris to meet Indira and got her a beautiful frock. But her Mother was worried because all Indians at that time were under British rule and they had promised to boycott foreign goods. Even Indira refused it.

But Indira had a beautiful doll, which was a foreign doll. Her aunt said "Indira, you refuse to accept British clothes but you play with your British toy?" Then Indira immediately made a bonfire and burnt the toy. After burning her doll, she even got very high fever.

S Ruchika
Class VI
LET'S MEASURE!

1. The distance from the Earth to the Sun is 149,600,000,000 m.
2. The speed of light is 300,000,000 m/sec.
3. The average diameter of a Red Blood Cell is 0.000007 mm.
4. The thickness of human hair is in range of 0.005 m to 0.01 m.
5. The distance of Moon from the Earth is 384,467,000 m (approx)
6. The size of a plant cell is 0.00001275 m.
7. Average radius of the sun is 695000 km.
8. Thickness of a piece of paper is 0.0016 m.
9. Diameter of a wire on a computer chip is 0.000003 m.
10. Size of bacteria is 0.0000005 m.

Ravi Teja  
Class VII

THE ANCIENT-TIME LADY

Dear Ancient-Time Lady,

I haven’t seen you for a while now. I can only see you in a painting in my class. I know you for a long time but I got to know more about you in European History in Grade VII. I look at your painting and think how did Leonardo da Vinci paint you? You don’t have eye brows in the painting and a smile that has so many feelings like sad, happy, mischievous etc.

I like you a lot and I don’t know why. The scenery behind you in the painting seems to have so many colours. I sit just under your nose in the class. Right now, teacher asked me to write and I am constantly looking at your painting to think what to write, so I am writing about you.

Anyway, now you are a real person to me. I want to meet you now! In a book, I read that Leonardo carried you till he died. Is that true? I want to go to your time for a minute and see whether you are real or whether Leonardo imagined you?

Anyway I am missing you a lot and want to meet you but that’s not possible. My friends say that I am crazy about you and I agree because whenever some one talks about you I get so excited. To me you are a real woman and I am crazy about you; I want to see you once at least. So, I hope to see you.

Himanshi  
Class VII

ROLL ON THE FLOOR LAUGHING.....

Thief calls up a bank manager.
Thief: You should give me 2 lakh
Bank Manager: Why should I do that?
Thief: Yesterday I stole 3 lakhs from the bank and you told the newspapers that I stole 5 lakhs!

A Teacher was teaching “Mary had a Little Lamb” and Gopal was not paying attention.
Teacher: Gopal repeat the poem I just recited.
Gopal: Mary had a Little Cow and she fed her pins.
Mary’s cow gave milk and the milk came out in tins.

Riddle: What is not enough for one, just right for 2 and not right for 3 ?
Secret
Dear Spikey!

Hi!! How are you? How are you so patient when I tie your hair with my bracelet? I sometimes think I am so cruel in doing such things to you. I know sometimes you think that you could have a much better owner than me.

I see your eyes and in your eyes I see my eyes. Sometimes, I wonder how you have such a big, fat stomach? Do you not feel poked by my compass? There is so much ink in you!!

When I wash you and dip you inside the water I think, “If someone dipped me inside like that, how would I feel?” Half of the day you are stuck in my bag. But I wish in all these years we might have become friends right?

Bye, Lovingly
Kashish
Grade VII

Dear teacher

I will be ever grateful
For your guidance and your help
For teaching me my lessons
To help me as I grow
Let this poem remind you
You are the best teacher I know.

Rakshit
Grade VII

RIDDLE WITH ME

1. It is greater than God and more evil than the Devil. The poor have it, the rich need it and if you eat it you will die. What is it?

   Nothing! Nothing is greater than God, nothing is more evil than the Devil, the poor have nothing the rich need nothing and if you will eat nothing you will die.

2. At night they come without being fetched, by day they are lost without being stolen. What are they?

   The Stars.

3. The more you have of it, the less you see it. What is it?

   Darkness

4. I am always hungry, I must always be fed,
   The finger I touch will soon turn red.

   Fire

5. Destroyer of the unbreakable, more of me is hidden than seen.

   An Iceberg.

6. I have three eyes but only one leg. I still close one even if you beg.

   A traffic light. It has three “eyes” the red, orange and green lights and the leg is the pole holding it up. Many people beg the light to stay green as they are approaching.
FRIEND
Everyone is in need of a friend
A friend is someone noone can recommend
Without a friend, life is a waste
Never choose the best one in haste
Not having a friend is really sad
Without one anyone will go mad.
Anisha

TO THE UNKNOWN
You stop the light from entering through the windows. When we come from games, we are tired, and as the cool breeze blows in, you fly up and let the cool breeze in. If we do not want light, you help by blocking it and let us rest in peace. When the air shifts you, your wavy structure makes different shapes and things.
You look beautiful near the window and make a good companion for it. You both can share your sweet memories in the cold winters and hot summers. You can enjoy all seasons. You can see when the leaves come off in Autumn and how they come back in Spring.
Sowjanya.

TO THE UNKNOWN
Mr. Black, what are your masters writing on you? I hope they are sensible to write on you. Are you being cleaned afterwards? I know that you are easy to clean because you are smooth and soft. Do you live in a school or office? Are you written on in white or colour. Are you a portable one or a non-portable one. Which class are you going to now? If I were you, I would be in Grade 7.
By Rakshit.

THE CLOUD
I change shape when happy
I may become a flying horse or a dancing fairy
My playground is the sky.
I am the cloud.
I am white like cotton
I am dark as night at times
I am the cloud.
I give shade and my side wings shine
When I’m in front of Sun
I float when I’m light
I hang down when heavy
I am the cloud.
I growl when angry
I shed tears when sad
I am the cloud.
PUSHED by the wind, I see new places everyday,
My food is water that I drink, when I float over the sea
I am the cloud.

ROCK
I am the rock
Born in fire
Carried by water
Thrown on land
Exposed to the Sun
That is my lot
I am the rock
Yasaswini
COOKING WITH GRADE VIII

Indian Cocktail Dish

**Ingredients:**
- 1 Potato (Cut into small dices)
- 1 Carrot (Cut into small dices)
- 1 Capsicum (Cut into thin slices)
- 1 Onion (Cut into thin slices)
- Black Pepper
- Salt
- Garlic-flavoured Mayonnaise
- Tooth picks

**Method:**
Boil all the vegetables in different containers. Beat Mayonnaise, black pepper and salt in another container. Now skewer the vegetables on the tooth picks. Dip it in the Mayonnaise. Sprinkle black pepper and now at last your Indian cocktail dish is ready. Garnish with celery or cabbage and serve it with a smile.

Chahat
Grade VIII

**PASTA**

Let’s make something to eat on a cool winter’s eve.

**Steps:**
- Boil any pasta of your choice.
- Crush green chilli along with ginger and garlic.
- Take a pan and place it on the gas and put some butter/oil.
- Then add this green chilli paste and let it fry for some time.
- Then cut onions finely and add it into the pan. Keep stirring till the onions get a little brown.
- Then cut about 7 tomatoes and dump them into the pan.
- Add a little tomato sauce and oregano and salt (a pinch or two.)
- Then mix the boiled pasta and the tomato sauce in a large bowl.
- Now you can add some grated cheese and oregano, etc.
- Now it is ready to eat, so enjoy it.

Mitali
Grade VIII

**BANANA CAKE**

**Ingredients**
- 2 Banana. (Pulp)
- 2 Cups Flour
- 1/2 Cup milk
- 3/4 Oil
- 2 Eggs
- 1/2 Cup Sugar
- Vanilla essence 1 teaspoon

**Method:**
Make pulp out of the two bananas. Then add milk and oil. Mix it well. Then add butter and vanilla essence. Make sure you mix all the liquid ingredients separate from the dry ingredient. Add the eggs to the bowl with the liquid ingredients.
In another bowl, mix the dry ingredients flour and sugar. After mixing well, gradually add to the liquid bowl mix it well.
Grease the pan in which you will put your banana cake mix in with butter.
Preheat the oven for 150 and then grease the pan. Pour the batter in and bake for about 25 to 30 minutes.
After this your banana cake will be ready. Enjoy.

Anandini
Grade VIII

**IF I WERE A CLOUD**

If I would be a cloud
I would bring fresh showers for the thirsting flowers
From the seas and the streams
I would bear light shade for the leaves when laid.
In the noonday dreams I would pass anytime in thunder.
I would change my body shape into any form.
Finally If I were a cloud bring showers only when nature needs, so that I can prove myself as a cloud.

Bhavana
Class VIII

**I AM A ROCK**

I lie there
Half way beneath the water,
where there might seem like nothing to see or do
but you’re wrong.
I lie there
With the ripples and waves splashing against me
With the various colours of fish swimming around me
I lie there
Watching the sun set and rise
Watching the skies change from stormy and cloudy to clear blue skies
Watching all the secrets that lie in our world
And I lie there
Laughing and weeping with the world.

Anandini
Class VIII
INDIA’S THALASSEmia DISEASE
Thalassemia is a condition where the patient loses blood without stopping whenever they get hurt. When a Thalassemia patient who has a right to be independent, gets into accidents and gets hurt, he or she keep losing blood without clotting.
The government of India is not able to help people with this illness because we do not donate blood. Every person has a duty to donate blood. Blood donation is good. Thalassemia is there even in Hyderabad. But the government is not able to do anything. We people should donate blood once or twice in a year to help such people.
Aravind
Class VIII

GOING HOME
The news hit me like a tsunami. I was speechless. Leaving my home of the last 7 years didn’t seem like a bright idea. My friends, my school and my favourite teachers seemed like too much to give up just to be with my family.
Slowly, I began to look at the bright side. My family will be closer and I will be able to see them often. A tiny hope blossomed that I might be able to find new friends. Then my happiness vanished; I became nervous and scared. What if my new classmates make fun of me, comment on my accent or completely ignore me?
What if the subjects taught are difficult and I cannot catch up? Will all of them be speaking in another language? All these fears engulfed me? Soon it was time to move. After many tearful goodbyes, I left.
Upon reaching the new city, the differences were obvious - littered streets, dangerous driving and poverty. I was enrolled into a new school and soon learnt I had only 21 other classmates. Nervousness took over me the very first day.
As I stepped into my school, the butterflies in my stomach disappeared. I saw people, saw people greeting teachers, classmates chasing each other and small children running. That day, I was overwhelmed and insecure. Now, 6 months later, I can finally say I am glad I came back home.
Neha
Grade VIII

THE WHITE TULIP MY DREAM
I alone wandered lonely in the woods trying to find my way out. The clouds darkened and a slight drizzle began. Every drop of rain fell either on the dry leaves upon the earth or the tender leaves of the tree. The pleasant smell was mesmerising.
While I was enjoying this joyous moment, the gentle drizzle soon turned into a heavy rain. I fell asleep when I was waiting for the rain to go down. I woke up and I noticed that I was in this huge grassland where I found yellow tulips all around. I was fascinated and there was one particular tulip a white tulip. I went over to this gorgeous flower and touched the tender petals; how come its petals are so tender. Just as I was going to pluck it, I opened my eyes and I realized that it was a dream.
Dhrithi
Grade VIII

NOT MORE THAN A DREAM
A beautiful day,
Where I was getting delayed,
The sky was clear,
and song of bird I could hear
The sun which was setting,
where I was sitting,
The water which was flowing,
And the wind which was blowing.
It was not more than a dream.

ALL CREATURES GREAT AND SMALL
In God’s wonderful creation,
All things were bright and beautiful,
All creatures great and small,
Every creation has the right to survive,
In its own domain.
What right does man have,
To undo what God has done?
All creatures great and small,
Wonder at God’s superior creation,
Who has become a threat,
To their domain.
Why are these creatures blamed,
Or cruelly wounded,
When they go to find pastures green?
After all, they go in search of new homes,
As their old ones have been destroyed.
The mighty man needs to open his ever shut brain,
To learn to live in harmony with all of God’s creation
Revanth
Class VIII
**Flowers**

Red, blue, pink and yellow
All around I see
The colourful butterflies flying
touch the colours of the flowers and
become more colourful.
The singers none other than the bee
that come singing to the flower
They do take honey from them
but they do give love.
But the humans take and pluck the flowers for their wish
We never care about the flowers’ feelings
We have no feelings towards the beautiful flowers.

Chandika
Grade VIII

**Summer's Day**

We were given time free,
and I sat below the tamarind tree.
I felt the breeze,
but sure did not freeze.
I felt the fresh air,
And my friends hair.
I saw a tire,
Which I didn’t hire.
I saw a yellow pipe,
Of another type.
I saw a pole,
And drawing it was not our goal.
I stepped on a stone,
Which I felt with my bone.
I felt the sand,
With my sweat band.
I saw a stick,
Which the dog did lick.
I saw the birds go by,
And they of course did fly.
Finally the time was up,
And so we got up.

Shaliyanth
Grade VIII

**Mohammad Bin Tuglak**

Humility, generosity, help to the poor.
He was a mixture of opposites to the core.
So, impractical and impatient he was
His ideas hardly helped a cause.
He helped, but it was too late
Not being successful was his fate
His reign was filled with revolts and fights,
It reduced him to a man of lesser might.
He was called the wisest fool,
his thoughts were often ridiculed.
He did not have any luck.
That sums up Mohammad Bin Tuglak.

Adeesh
Grade-VIII

**An Arm For A Chocolate**

Recently, a two and a half year old boy’s arm was bitten off by a
tiger in Bellary zoo. What a horrible thing to happen to a baby!!

He had gone to the zoo with his Grandmother. She had left him for
some time to see if the swing was free. In the mean time, the boy
crossed over the barricade and reached the tiger’s enclosure. He
put his hand into the cage to give a chocolate to the tiger but the
tiger tore off his left arm.

A visitor tried to stop him but it was too late. The boy cried out in
pain and fainted. He was taken to the hospital and is now
recovering. The police investigated the matter and have held the
zoo officials responsible for inadequate safety measures for the
visitors.

Harshita
Grade VIII
INDIA

In India there was monarchy,
But the chaos was like anarchy.
For each King was in a fight,
To have the country as a right.
Thus, advantage was taken by the foreign powers,
It was like dirt had entered the flowers.
Came the British, Dutch, French and Portuguese
And in turn from the Indians they did seize
Then the Dutch and Portuguese went
But the British and French took every cent
They had come and on they stayed
But the civilians they did raid
Thus a terrible war took place
Because Christianity we were made to embrace
This was the religious cause,
But the Britishers made many other flaws.
Like the economic, political and military,
They also made a system called subsidiary.
Against the British, we then fought,
And great change we brought.
But, India and Pakistan got separated,
For this Jinnah was hated.
Thus the Britishers did flee,
And finally, we were Free!

AUTOMOBILE

In 1769, a French mechanic called Nicolas Joseph
cognat. it worked on the steam engine. In 1885
karl Benz created the combustion engine a step
further and patented what is generally
recognised as the prototypes of the gas engine.
Akash
Grade VIII
HOW TO EXPLAIN YOU ARE LATE TO SCHOOL?

It's always a good idea to have a few excuses up your sleeve should you be late to school (when it is not your fault) I will help you.

I came all the way to school before I realized I still had my pajamas on, and had to go home and change.

When I got here, my teacher was not in the classroom, so I went looking for her.

I had a dream and I was on top of the class, so I didn't bother getting out of the bed.

I was helping Little Bo Peep find her sheep.

I invented a time machine that took me forward to my exam results. I saw that I got straight A++ so I thought I might as well take things easy from now on.

I am afraid I can't tell you why I am late. The government has sworn me to secrecy.

I am not late, everyone else is early.

I squeezed the toothpaste too hard and I spent all morning getting it back into the tube.

My parents lost the key to my cage.

I was abducted by Aliens for experimental purposes. I have been gone for 50 years but fortunately in Earth time it was only an hour.

Now we can all fool our teachers!

By Hiranmayi.

EXAMINATIONS!

In 21st century fashion
Mixture of fear and concentration,
Students prepare a vast portion
For the test of their determination
Hard work and preparation.

Mathematics examination
Full of addition and subtraction
Differentiation and Integration
Triangles and creations
Lands me in hospital for dehydration

Chemistry examination
Full of formations and equations
Because I don’t know how to balance an equation
Between addition and subtraction.

Physics examination
It's about quantification and laws of motion
Nothing but a branch of immense assumption.

Biology examination
Full of creation and modification

HARD WORK

Books+Books= Overload
But school is the beginning of my life’s road
My teacher’s guiding hands and smiling face
Are some of the things that bring in loving grace
The friends that have been there through thick and thin
Are the ones that have made me win
All the memories that I have gained

Some with moments in which I was pained
All the time that I spent on the ground
With my best friend spinning round and round
Eating snacks behind teachers’ backs
And finishing them quickly to relax
Sitting through class after class
Hoping that we can have enough marks to pass
These are all what made this year the best
Now summer is coming, I can finally rest.

By Neeharika

GRADE IX

BOOKS

By Neeharika
The scientists and their struggle for existence
Worsens my mental balance.

I often wonder the need for examination
My teachers say it is for our nation
And the whole civilization.

It teaches us to lose and win
As there’s no gain without pain-
Syllabus and examination
Are the 2 sides of the same coin.

Life itself is a question
Where we need for answering
Determination, perspiration and concentration.
Because it can change our fate’s direction
Making us head for a bad mutation.

Question of life has an answer
Which cannot be written on paper
Therefore the only solution-
Sit down and face your examination!!!

By Siraj.
MIRROR MIRROR ON THE WALL

Good morning dear humans,

Firstly, thank you for giving me this opportunity to express my feelings and share my thoughts with you. As you know, all my life is spent in reflecting all that comes before my eyes. I don’t have any prejudices and I am renowned for my truthfulness. Anyway, I have not come here to sing my praises. I came to tell you all some very important things.

Everyday, I gaze eternally at whatever is before me. You people sometimes walk hurriedly past me, and sometimes peer at me so deeply, that I feel something is wrong with me, sometimes you people come and breathe on me and then it becomes very cloudy and boring. Please don’t do that!

Now that you have heard me out with patience, let me get on to my most important message. Whatever happens to your face, however ugly you look, it does not matter. What matters is how pure you are at heart. If you are good person from inside, your external beauty will not bother you, nor will it bother anyone else.

How many of your great scientists have been very handsome? Albert Einstein looked better when he was old, if you ask me. We can see that he was a very great and intelligent person. Thus, it is not your face that you need to care about, but your brain and your heart.

If you are clever, generous, and happy, you will be much respected and will not have to worry about your fading looks. I know that this may discredit me and people can stop using me, but it’s all for the best. But don’t forget to look at me once in a while! It might not be nice to be too shabby. Thank you for your audience!

Ananyananda
Grade X

MY JOURNEY IN SLOKA

My journey in Sloka has been very eventful right from the very first day to the very last day. I have had many wonderful experiences in this school.

The moment we step in, we feel very relaxed and at peace with the world. Every plant, every tree seems to welcome us into the school. There’s never a dull moment in Sloka. It gives us great pleasure to study and play in the lap of nature in our school. Most people would not believe that this is a school and therein lies its speciality. The colourful uniform, natural environment all promote a second home feeling among us students.

The teachers are full of kindness and affection and have a real passion for teaching. In short, they have been simply great! Besides teaching, they also take us on trips every year which instill a new enthusiasm in us.

As I near the twilight of my years at Sloka, a great sorrow engulfs me. I shall miss it all - the games, the events, the arts and crafts, the bus journeys, the classes interspersed with humour and of course my friends and teachers.

I never really felt like leaving the school which has made the past 13 years of my life so wonderful. Where ever I go, I will never forget this school and shall always consider myself as a part of it.

Ananyananda
Class 10
Class Trips
Sloka Bazar
Grade I - Language - Snow White

Grade I - Alphabet - T and S

Grade II - Language - St. Francis

Grade II - Math - Place Value

Grade II - Language - Mira Bai
Sloka rating in Education World’s Survey of India’s Best Day Schools 2013

11th best in India

2nd best in AP