Reflections on the Year
Nirmala Diaz 4
Eurythmy at Sloka
Clio Osman 6
Wet-on-Wet Painting
Goutam Pal 7

KINDERGARTEN
Seasons Table
Mary Liza 8
The 3 Rs of Waldorf Education
Sakshi Vasudevan 9
Grade One Readiness
Prosja Abichandani 10

GRADE I
Introducing Alphabets In Grade 1
Sushma 13

GRADE II
My most cherished moments in Grade 2
Priya 15
Fables and the Saints In Grade 2
Vinitha Sreepada 16
My Favourite Saint
Goutam Pal 17

GRADE III
The Secret Of Power
Anirudh Puttagunta 19
Day And Night
Tanvi Raju 19
The Sunlight
Pallavi Joshi 19
Basant Has Come
Akshay Bhave 19
I Fear... I Love.... I Want
Pallavi Joshi 20
Beautiful Nature
Ivana Adeline Thomas 20
How Is Grade 3 Different
Pranaya R 20
The Cowshed
Arjun Iyer 20
Building
Vasundhara 20
What Will I Be?
Aaryan Kanthamaneni 20
When I Grow Up....
Anirudh Puttagunta 21
My Favourite Block
Khushi Kabra 21
Grade 3: Importance Of Practical Work For 9 Year Olds
Leena Thomas 21

GRADE IV
Fractions And How They Are Taught In Grade 4
Jyotsna Patnaik 24
A Magical Tale
Anshika 25
Man And Animals
Bhavishya Abichandani 26
The Zoo
Heera 26
Nature
Aditi Vasudevan 26
Choco's Trap
Laya 26
This Patched Cloth
Laya 26
I Love Hyderabad
Moksh 27
Stars
Dhruv 27
Summer Season
Heemankshi Agarwal 27
Why Learn Geography?
Paras Joshi 27
GRADE V
Beauty and Patterns In Nature
Rajilakshmi Tummala 28
Sloka
Vrinda 29
Long Live The Sun God Ra
Meenakshi 29
Algae
Sasank 30
A Poem On Earth
Vansh 30
Ra The Sun God
Samaya 30
The Duck
Abhinav 30
Idiom Poem
Ria 30
GRADE VI
Learning History
Sobana Srivasan 31
Volcanoes Around The World
Arushi Daiya 31
Asia
Rohan Sreepada 31
Good Morning
Ayush 31
Our Epic Mini Bazaar
Hemangi 31
The Oath Of Hannibal
Yoshitha 31
Living Rocks
Rithvik 31
Strong And Solid
Rohit 31
Precious Wonders Of Nature
Sourish 31
Save Rocks!
Ishta 31
Rocks
Ganani 31
GRADE VII
Wonder Poem
Rhea 32
Genie In A Silver Box
Saranya Pavarala 32
Cakes, Cakes, Cakes
Srishti 32

GRADE VIII
You Smiled
Athena 33
A Living Tree
Kesava 33
The Rocks
Yasaswani 33
Loving Nature
Shaik Ismail Ahmed 34
My Days In School
Himanshi 34
The Lonely Flower
Anisha 34
The Setting Sun
Chinmay 34
Himalayas
Rakshit 34
I Like Computers
Muddha Srivasan 35
Freedom
Prithvi 35
Social Networking
Himanshi 35
GRADE IX
Sitting Under A Tree
Adesh 36
Friends
Neha Pradeep 36
The Light Of My World
Asha Kiran Cherukuri 36
A Friend Who I Always Believe In
Chandika 36
GRADE X
Importance of Adhyan (Self Study)
in Student's Life
Padmaja 36
Bad Drugs
Kalyan 37
Chocolates
Pragati 37
Child Labour
Malyika 37
My Special Teacher
Rishikesh 37
The Victim
Neeharika 38
Man: His Destiny
Hiranmayi 38
My School, My Life, My Sloka
Saraj 38
The Time Traveller
Abhiram 38
Heal The Earth
Tanya 38
Looking Forward; Looking Back
Compiled poems from Grade X
Jharoka 2014 39
Each school year ends with a burst of colour and a parade of events that lead up to the holidays. The days of Holi express the fierce onslaught of summer in all its light, heat and glory. The flowers of the bougainvillea make a beautiful statement of nature's vivid adornment to celebrate summer. Walking around the school, thinking about another year that has passed, we see colours mirrored in the classrooms too. The children's paintings and the blackboards all come together to proclaim the essence of the Waldorf School. The meeting of art and science comes alive visibly wherever you turn.

Class One has painted Holi with flashes of colour in watery blue and side by side are drawings showing how the children have grown over the school year. Class Two has painted baskets full of Holi colours waiting to be used when the festival begins, a moment of stillness before the explosive joy of playing Holi. Class Three has painted the angels and the burning calf as seen by Moses as he comes down from the mountains. Everywhere the presence of art and the expression of the children is experienced so clearly. The year that has been spent to enhance beauty in the school and strengthen the core of Waldorf Education at Sloka, shows in the art that has blossomed forth in the children's work.

Greece and Egypt and all the epochs and mythology, which crowns the learning process in Class Five, the children experienced the physical grace of Olympics and wondered at the values and the struggle between good and evil that has existed through the ages.

When I entered the class after my trip to Egypt I saw the painting of a balance with a heart and a feather on each side of the scale. Of course, the pure heart would be lighter than the feather. This was the story I heard in Egypt at the Tutankhamen Museum and there was the painting in Class Five at Sloka. Class Six paintings of rock and mineral were truly dramatic. A visitor we had from Hawaii, Van James, a highly experienced artist and Waldorf Teacher was highly impressed and remarked on the beauty of these paintings. He was also very impressed by the display of perspective drawings done by the children of Grade Seven.

In Grade Eight, colour is reintroduced after the black and white and charcoal sketches of Grade Seven. Typically paintings of the industrialised horizons at the time of industrial revolution and portrait painting develops a new form and skill in the children. Class Nine put together a collage of Durer's etching. It was a very detailed and intricate copying of the versatility and style of this great German artist. Class Ten made vivid patterns in black and white and worked on stencil art.

For the first time in Sloka, we had a major attempt at creative writing where 24 children were paired to write 12 short stories together. They were guided by an expert mentor who will edit and compile their work into a book.

In April 2013, teachers of Sloka represented the school at AWTC in Korea. This came two
Reflections...

When we began work on Palash 2013-14, we wanted it to capture the ethos of Sloka Waldorf School. Over the course of our journey, what we realised, though, is that it is nearly impossible to reflect the spirit of the school in print. The spirit of Sloka lies beyond the pastel curtains, the inspiring Main Lesson Books, the cozy season’s tables and the wet-on-wet paintings.

The spirit of Sloka lies in the children’s voices. It lives in the teacher’s gifts (and quirks)! It thrives in the music that fills the air. It blossoms in the lawns and gardens and cobbled pathways and arbors. It survives in the wisdom and traditions that senior teachers so generously pass on to the newcomers. It flourishes in the faith that parents have in the system.

To capture all this in a magazine is an impossible quest. But what we have attempted to do here is provide brief glimpses into the world of Sloka Waldorf.

This could not have been possible without Mr Ganapathi, our very patient and generous designer/printer/publisher who has been working so generously to make this happen. He has welcomed us into his home office, uncomplainingly spent time and effort and expertise on this.

We thank all the teachers and the children who have given their time and their work to be showcased here. Hope you enjoy this magazine. Happy Reading to you all!

Sobana Srinivasan and Leena Thomas
(Editorial Team)

W

years after we hosted the AWTC at Leonia Resorts in Hyderabad. For many of the teachers this was a great way to meet and experience the struggles and joys of their colleagues, the Waldorf teachers from all over Asia.

Manorama and Jyotsna continued to mentor other teachers at the conference.

Over the year Sloka has hosted Judith Clingan and her music group who worked with teachers, parents and children of Sloka. We played host for the first Anthroposophical festival in October 2013 and this year Light Eurythmy group from Dornach performed at ISB Hyderabad and we hosted them all at the Kindergarten.

As the school year draws to the close we look forward for all the growth and changes that will help Sloka take a healthy view towards education of the child. We also thank the entire Sloka family and all our well wishers from far and wide who have placed their trust in us and continued to support and work towards the well being of the essence of Waldorf education for our children.

Nirmala Diaz
Founder Trustee

Cover Page Painting : Akshar  Back Page Painting : Abhinav
EURYTHMY - A SOUND MOVEMENT

When I retired several years ago, I was able to fulfill a lifetime wish to come and live in India and at the same time be able to teach Eurythmy—the subject that makes a Waldorf school a Waldorf School. I was thrilled when Sloka offered me the opportunity to teach the children this form of movement.

Why do I love teaching this subject so much? In its simplest terms, Eurythmy means making what you hear (through speech or music) visible. That means, every sound has a gesture, which the children have been learning over the past three years. This knowledge can be converted into artistic movements making a poem, for example, visible.

To explain in more detail: “He was a rat” is the beginning of a humorous poem. The children might do the sound R and the sound T for the word ‘Rat’ while at the same time move in the Eurythmy form for a concrete noun.

“Down in one hole they did live” comes later, and there they might do L for Live and at the same time move backwards in a straight line, demonstrating the Eurythmy movement for an active verb. So, for example, the Eurythmy in Class 4 can reinforce what the children are learning in grammar as well.

In the higher grades, it is possible to take any piece of prose or verse and go beyond the grammatical or spelling constructs. Children are taught to interpret the verses in more creative and poetic forms using the underlying principles of Eurythmy.

Yet another wonderful aspect of Eurythmy is its ability to help children learn to orientate themselves in space and to move together with other children to form an artistic whole. This helps expand the children’s spatial awareness and creates marvelous opportunities for the children to grow socially.

For example, in Class 5, the children learn to move as a five pointed star, showing each of the 5 points, while always facing forward. When 5 of them move together they have to be aware of the other 4 in order for the magic of the star to become visible.

This is not as easy as it sounds and when the children manage to do this, they have a great feeling of accomplishment. The geometric forms in transitions become increasingly difficult. By Class 9 it is possible to have 18 children demonstrate 6 triangles within a large triangle, harmoniously moving until every one of the children are back to their starting point. By now, every child has moved to 6 different points within the larger triangle. Obviously to move such forms you have to have clear pictorial thinking.

This is a very basic window into Eurythmy. It is essential for us to realize that Eurythmy does not strengthen the physical body but rather works with the life forces. It can only really be done by children as well as adults if they are fully engaged in their thinking, feeling and willing. It contributes to a happier, healthier and more fulfilled life.

Clio Osman
Eurythmy Teacher
MY JOURNEY IN WET-ON-WET PAINTING

Can you remember how we shiver a moment before standing under the shower in winter? Beginning a wet-on-wet painting can give a similar excitement. The rhyme of watercolor on a wet paper!

One has to be brave and courageous to touch the white wet paper with a brush full of color. Now, the next step has become easy. Colors enter into each other’s boundary to create an inexplicable experience of a visual fusion.

The wet-on-wet technique is closely related with the process of watercolor. I was first introduced to this technique when I joined Sloka. I didn’t take much time to understand the technique, thanks to my previous experience with art.

Three years ago, I had my first training in Waldorf wet-on-wet painting with Mr. Chris Bennett. We had to paint a fragment from the Ramayana for the Grade V Ancient Indian mythology curriculum.

We painted Sita waiting under a tree. Sita was in mourning. The ambience was mischievous with the coolness of the weather and stillness of the tree. The twisted tail of a monkey was hanging from the tree. We painted the whole image in two colors, Carmine Red and Prussian blue.

Honestly speaking, I was really hopeless in the beginning. I felt that after learning so much, the painting was too simple for someone with my background!

Fortunately, it didn’t take long for me to get over that misunderstanding. I soon realized the importance and positive sides of this technique. When I close my eyes, I still remember my first wet-on-wet painting and the grief of Sita in that cold lonely ambience.

Wet-on-wet painting is very simple in terms of its technique. A particular routine needs to be followed while painting. The paper of a specific size has to be dipped in water for 5-7 minutes. The wet paper shouldn’t get a single fold. The next step is to carefully lay the paper on a painting board.

One has to be careful and ensure that there are no air bubbles underneath. After the paper is stretched on a board, one can start painting; the painting should be finished when the paper is still wet. No secondary or mixed colors should be used in this technique. A wide, flat brush with the correct proportion of color and water can ensure good results.

Most interestingly, the painting looks very easy once it’s finished. But it’s not as easy as it looks! It’s an amazing experience to play with liquid colors on wet paper.

I can’t recollect how many wet-on-wet paintings I have done in the last three years. I must have averaged about three paintings a day. A wet-on-wet painting is like a playground and a battle-field; it’s a meditation, self-realization and a brave journey.

It has the quality of suddenness. It has a flow of its own which controls the painter’s hands. That moment of excitement is something which pulls you to pursue wet-on-wet painting. It has an open form which tends to avoid intricacy. While doing wet-on-wet painting: Don’t judge the result critically just enjoy the journey.

Goutam Pal,
Art Teacher (Upper Grades)
THE SEASON’S TABLE OF A WALDORF SCHOOL

Bringing nature into the classroom and arranging it according to the colours of that particular season or festival is a season’s table. It’s an amazing way of connecting the child with nature and the rhythm of the year. It enhances the beauty of the classroom and is an element of joy and awe to the child.

The colours and objects used to set up a season’s table is chosen simply by observing nature. The brown stands for earth, green for the plant world and the other colours which build up would be anything of that season ie., the blue of the sky, the fruits and flowers, leaves, twigs, the shining sun or any other elements of the morning play.

Colours of the fabric vary from season to season. The same shade of green or the same kind of the sky won’t be used during the next time when one sets the table. For example, it would be a bright sky during summer, grey clouds during monsoon.

Any natural and plain fabric is used for draping the season’s table. How a season’s table is decorated depends on the teacher’s own creativity and connection to nature. So different classes have different variations of the season’s table.

A bright, convenient and visible corner of the room is chosen for the season’s table. Once the table is covered with the fabrics, the objects gradually come up as the rhythm goes for 3 to 4 weeks.

Children call it a fairy’s table. It is a place of reverence for them. They take care of it and love adding their little treasures like flowers or any natural treasures which they gather during their play time or nature walks.

The table gathers dust easily, so it needs to be dusted everyday. One can also set up a season’s table at home so that the child will know more about the nature.

Mary Liza
Kindergarten (Jubilee Hills Campus)
THE 3 RS OF THE WALDORF KINDERGARTEN: SOME PRACTICAL QUESTIONS

What are the 3 Rs of the Waldorf kindergarten?

Rhythm, reverence and repetition.

What is rhythm, reverence and repetition?

Rhythm is a harmonious routine which provides children a secure balance and strength. Once established, rhythm is deeply soothing, since children know what is coming without needless verbal instructions.

Repetition is incorporated into all aspects of our rhythms and routines. It provides consistency, which helps with discipline. Young children learn primarily through imitation and repetition gives children the opportunity to improve their singing, speech or handwork without direct instruction.

If during the first period of life, we create an atmosphere of reverence and gratitude around the children, it strengthens their capacity for deep love and commitment in later life. In kindergarten, reverence is imbibed in children by witnessing a caring environment, real and meaningful work carried out with love and attention.

Can rhythm be changed?

Due to practical considerations in our day-to-day life, there can be slight flexibility in the rhythm. On weekends, try alternating relaxing times at home with more active outdoor play.

Are there any rhythms which are unchangeable?

Unchangeable rhythms are waking, sleeping and meal times.

What will happen if there is a break in rhythm?

A break in rhythm creates imbalance in the child, leading to internal turmoil and chaos. Subsequently, the child has to spend a lot of effort to regain the balance.

My child refuses to follow a set rhythm. What can I do?

The child should never be made to stay up late for any reason. The hours before midnight are the best for resting the nerves. Rather than instructing the child to sleep by himself, the parent should narrate a fairytale to put him to sleep.

I respect other people but my kindergartener talks back to all of us? Is that OK?

Children between 0-7 years of age have a dreamy consciousness. It is too early for them to talk back to adults.

My child has impeccable taste and wants to wear only certain brands. Can we buy them if we afford them?

Children between 0-7 years of age do not need fancy, branded clothes. As adults, we should build the basics of later life in the early stages. The more we expose them to branded items and electronic gadgets, the more harmful the impact on their spontaneity and creativity.

My child is always with me even when I am talking to other adults. I assume that she is too young to understand so it wont affect her?

A healthy child is born with the wonderful power of imitation. He is a complete sense being. Every observation or outer impressions is first taken in deeply, grasped and then like an echo, comes forth again in child’s behaviour.

At an unconscious level, the child is imitating us. Thus, as adults we should make sure that the child is best surrounded by happy family. He should hear sounds of normal speaking and singing rather than those of uproar and quarreling.

Since you are an art-based school, my child attends art classes thrice a week. Is that encouraged? We also send him to cricket on the other 3 days. He is an excellent cricketer. The coach says we should start early?

Structured, organised or instructed activities are discouraged in early years. It is essential that we allow the full range of imaginative possibilities to remain open. Instructional learning can start in grade school.

Sakshi Vasudevan
Kindergarten (Jubilee Hills Campus)
GRADE ONE READINESS

What does it mean when we say that a child shows the signs of first grade readiness? There are many changes in the child’s physical, emotional, social and mental life that one looks for.

These changes can be listed and observed in a fairly objective manner. There is also a qualitative difference that is more difficult to describe but is very important to sense.

The good gardener knows when a fruit is ready for the picking. Likewise, when this is translated to childhood, this relates to Rudolf Steiner’s statement that a whole new aspect of individuality is born between 6 to 7 years.

There are a few concrete indications for Grade 1 readiness observation:

a) Change in physical development and coordination: Changing of teeth and shifting body contour and proportion.

b) Emotional and social maturation: Making friends and having interest in and desire to work.

c) Development of new language skills and awareness of words and sounds.

d) Grounding of drawings with symmetry of right and left as well as of above and below.

e) Moving from imitation to authority: looking for and responding positively to the adult authority.

These are just a few factors one must consider in sensing the child’s readiness. Each Kindergarten teacher prepares her observation of the child, including the above areas.

If developmental concerns have lingered, support through supplemental Movement, Occupational Therapy, Eurythmy and Extra Lesson sessions can help to bring about improvement.

Pooja Abhichandani
Kindergarten (Aziz Nagar Campus)
1 Birthday Celebration
2 Sand Play
3 Snack Time
4 & 5 Play Time
1 Prathyushi
2 Arushi
3 Kaavya
4 Panini
5 Hasini
6 Arushi
7 Anhaar
8 Abbas
Teaching the Alphabet artistically to Grade 1 sounds so easy and exciting. As I started experimenting with it, I found it was not as simple as it seemed to be. Yet it is filled with joy and excitement, for sure.

In Waldorf education, lessons are infused with an imaginative and aesthetic quality. The often-told about three-day rhythm begins with story-telling on the first day. The story is recalled with the children on the second day and we discover the letter hidden in the picture. They do a guided drawing of the picture on second day in their Main Lesson Books.

On the third day, the children are encouraged to come up with several words beginning with that letter. The words are written in capital letters on the board. The children copy down the letter and the words into their Main Lesson Books.

To illustrate with an example, take the letter R. I chose the story of Red Riding Hood, a fairytale that was appropriate for and appealed to my class. On the blackboard, I drew a beautiful and bright picture of Red Riding Hood. The bright chalk emphasized the Red hood. The striking ‘R’ Shape provided them with a vivid visual representation of their new letter. Children recalled the picture and the story along with the letter ‘R’.

Likewise we introduced many such letters. ‘C’ came with the Cat on a Crooked Castle, ‘B’ came with the Beautiful Butterfly, ‘F’ came in Flying Fish, ‘Q’ came in Queen with an Umbrella and ‘G’ with the Golden Goose and so on.

This method provided children with a meaningful and multi-dimensional experience of the abstract symbols, which we have designated to all the alphabet.

A number of creative activities step in during this process. We painted a few of the letters. We even made Origami shapes, which the children enjoyed thoroughly. The verses and tongue twisters, which accompanied each letter made the children much more confident with them.

I also made the letters speak to them with little Googly eyes to show which way each letter wants to look. ‘F’ looks to the door of the classroom, ‘J’ looks out of the window and ‘M’ looks at the blackboard.

Our journey through the alphabet world took us into the Vowel Colony too. The vowels or the Singing Sounds as we call them, give voice to the inner feelings. The class enjoyed singing the melodious Vowel Song “On the Earth I love to Stand”.

We have been accompanied on this great journey by stories, drawings and Eurythmic gestures, which are soothing and nourishing to the little souls. If it wasn’t for Waldorf Education, I would never have experienced such a creative challenge. This journey has brought out a lot of inner strength and passion towards my work such as I have never experienced before.

Sushma Alluri
Class Teacher - Grade 1 (Rubies Section)
1 Jatin
2 Rithika
3 Bipasha
4 Mihika
5 Amrita
6 Sangramjeet
7 Pranav
8 Swapna
When I was teaching Grade 1, I peeped into the second grade classroom and saw the cursive handwriting on the blackboard. The sight set butterflies fluttering in my stomach. How would I teach cursive handwriting to an 8-year-old? Since the middle of Grade 1, this was the question that haunted me.

I began this year with 2 weeks of form drawing. This gave me the time to think about how I wanted to begin the journey into cursive writing. I came up with a story about Sita who helped the letters of the alphabet across the river. Some of them came up sitting (a,e,i,o,u, c), some standing (h, l, k,t) and some hanging (g,p,q) on to the boat.

This kick-started cursive handwriting for the year. To my surprise, by the very next block, many of my children could write in cursive script without rote practice. I could see the wonder of Waldorf at work.

When I introduced place values in my class, I witnessed another miracle. We started with a simple story of a farmer who sells his yield for copper coins. He keeps them in a golden treasure chest (represented by a small cup).

Once he collects 10 copper coins, he exchanges them for a silver coin, which he keeps in a blue chest (represented by a mid-sized cup). Once he collects 10 silver coins, he exchanges them for a gold coin, which he keeps in a red chest (represented by a large-sized cup).

It’s a treat to my eyes to see the joy and excitement of the children as they work with these little things. Every time I see that I get the strength to tackle new challenges in my job.

Priya
Class Teacher - Grade 2 (Peepal Section)
Story-telling, with carefully chosen content to suit the consciousness of children at various ages, is the most economical and creative way of putting across ideas and moral values to children without actually proselytizing. Waldorf teachers make ample use of this art.

According to Steiner, Grade Two is characterized by duality—a polarity between good and bad. Hitherto, the children are one with nature and their surroundings. They do not notice much about this parallel nature of humanity. Children of Grade Two often experience this within themselves and within their friends.

The Grade Two child wonders at the alternating kindnesses and cruelties shown by the same friends at different times. He puzzles over his own honesty in one instance; then his deceitfulness in another. Through such thoughts does the seven/eight-year-old child becomes aware of the greatness and the shortcomings of human beings.

There is no better time of life to introduce trickster fables and then balance them out with the lives of saints than this age. To support this inner struggle, children are told stories which depict both sides of human nature. Animal fables show characters that have no control over their instincts. Meanwhile, legends and stories of the saints show heroic figures who overcame these base instincts to develop their higher selves.

Traditional fables hold a rich source of wisdom about human nature and the world. These short stories, from Aesop’s or the Buddhist Jataka tales (Hitopadesha) or Panchatantra, speak directly to the children with their simplicity and timelessness.

In these tales, human traits are exaggerated in the brave lion, the timorous mouse, the slow turtle, the clever fox, the greedy crane and so on. The children can see themselves and their classmates through the allegories of the animal kingdom and learn valuable lessons about life.

Then, through the lives of saints from many cultures, the children see how the human spirit can aspire to the loftiest ideals. These are stories of real people at real times, who struggled to overcome their shortcomings and achieved sainthood. The contrast between these two types of stories, engage children with a strong picture of morality and responsibility.

The students gain a deep, intuitive grasp of human moral lessons through the characterizations of the various animals. At the same time, the highest moral striving of humanity is portrayed through legends of individuals and their accomplishments.

On the one hand, the stories of noble deeds and self-sacrifice cultivate a sense of wonder and admiration for human striving; on the other hand, the animals, with more self-serving acts, often mirror the children’s lower self.

It is important that these stories are presented to the students without moralising. This is why Waldorf teachers never specifically point out “the moral of the story.” The children will carry the ideals within themselves, coming to full understanding later in life. Apart from this, these stories further develop the students’ writing and reading skills. Students write and illustrate these stories in their main lesson books.

Vinitha Sreepada,
Class Teacher - Grade 2 (Banyan Section)
My favourite Saint is Meera Bai. She was born in Mewar. Her favourite God is Krishna. Meera is very kind. Her mother died when she was seven. My favourite part is how she was born and how she becomes one with God.

Antara
Grade II

My favourite saint story is the story of Meerabai. I like the last part when she dissapears into Lord Krishna. She had a lot of love towards Lord Krishna.

Saadhvi
Grade II

I like Meera. Meera was a princess born to a King and Queen. One day, she saw a wedding procession and asked her mother, “Who is my bridegroom?” Then the queen said “Krishna is your bridegroom.” That’s what I like like.

Ankita
Grade II

My favourite Saint story is St Francis. When he tamed a fierce wolf and helped the people of Gubbio. After many days, the wolf passed away and it was kept in Jesus’s church. My story is done.

Mihir
Grade II

I like the part when St Francis received the stigmata from the six-winged angel. And the part where the mysterious stranger told that if the lady of the house was taken to the nearby stable, she would give birth to a child.

Aksar
Grade II

My favourite story is the story of Kabir. I like the part when Kabir walked on the water. And his compassion towards animals and the part when he was born in Benares. I like the part where he looked like many lions to the elephant.

Ansh
Grade II

I like the part when St Francis received the stigmata from the six-winged angel. And the part where the mysterious stranger told that if the lady of the house was taken to the nearby stable, she would give birth to a child.

Aksar
Grade II

My favourite story is the story of Kabir. I like the part when Kabir walked on the water. And his compassion towards animals and the part when he was born in Benares. I like the part where he looked like many lions to the elephant.

Ansh
Grade II
1 Vanya
2 Sharvani
3 Shivani
4 Amisha
5 Vedesh
6 Vedesh
7 Tejasree
8 Shreyoa
THE SECRET OF POWER

Mighty magical intelligent man is sitting above Earth
Soldiers are guarding everywhere, holding books in their hands.
Golden Books are here and there, but the Power Book is in His hands
His garment is flowing everywhere but not on evil hands.
Only two men are reading the Power Book
Me and God
We are learning about what life is
Flapping our wings and flying above the Earth.

Anirudh Puttagunta
Constantly surprising Grade III

DAY AND NIGHT

The waves are splashing along the shore.
The birds are singing more and more.
The sun is shining bright and strong.
The rabbits near are hopping along.
The sunrise and the sunset are a beautiful sight
But when the moon comes it is night!

Tanvi Raju
Invigorating Grade III

BASANT HAS COME

The spring has come,
The flowers have bloomed,
The birds are singing in their tune.
The butterflies fluttering all around,
Eagles gliding everywhere.
The birds live in harmony,
Bringing joy to others.
The cattle are grazing in the meadows,
The rivers are flowing all along.
The paddy is green,
The sun is bright.

Akshay Bhave
Spearheading Grade III

THE SUNLIGHT

The sunlight is golden and it sends its warm light to us.
If you look at it, you can see a golden ball of rays
And your day gets brighter.
The sunlight touches you and you can feel its warm days
And if you try you can see its light forever!
The sun's rays make the trees feel better
and the tree is again bright and golden!
And you can watch the plants and flowers start growing.
It's time for them to meet the humans!

It's time for every green thing to grow towards the sun.
And to say Thank You to the sun
The sun warms the Sea.
The Sea says Thank You to the Sun!
The Sun has given you the strength to grow
And to show your brightness!

Pallavi Joshi
Ensouling Grade III
The butterfly flutters in the light of the moon; And the wise owl hoots in the night!
The mist in the morning sky Covers the gentle blue mountain. Tumbling down the mountains are the splashing fountains. The green grass sways in the breeze. The buds open and always stay merry and gay.

Ivana Adeline Thomas
Inspiring Grade III

HOW IS GRADE 3 DIFFERENT
Grade 3 is very different from other classes. We had a great farming experience and also saw lots of things. We especially learnt about being good and nice to other people around us.

We are taking care of trees and helping flowers and plants. We have learnt to be gentle with the rabbits and the birds and other animals at school and outside.

We had a good experience learning grammar. Our class 3 is also different from other class 3s because we had our own gardening period for a while.

Pranaya R
Adorning Grade III

BUILDING
We need to get a cow and a calf And to make the cowshed walls half! We did mixing And some passing. Welder came and put poles on the top; I thought they would fall down Plop! I like building I don’t like filling. I don’t know how much was the billing!

Vasundhara
Flavouring Grade III

WHAT WILL I BE?
In the future, I want to become a basketball player. I will support Andhra Pradesh and I will try to play well for AP. I will name my team Indian Kings.

If I don’t become a basketball player I will become a football player and I will play for Manchester United.

Aaryan Kanthamaneni
Steadying Grade III

I fear the night which has no light. I fear the shadows which make noise. I fear the depths; they are full of heads I love the home God gave us. I love the way God made us. I love the way God has preferred things to do! I love the way God loves us with his view!

I want to run and play all my life. I want freedom to be gay all my life. I want God in the middle of a star. I want prayers to be there everyday. I want peace to be along my way!

Pallavi Joshi
Ensouling Grade III

BEAUTIFUL NATURE
The little birds twitter, The shallow streams glitter,

We were hard at work; everyone a true friend; A strong cowshed we’ll have at the end.

Thank you teacher for giving us this fun work! From now on hard work we will never shirk.

Arjun Iyer
Enlivening Grade III

THE COWSHED
We started building on our first day of school, We worked hard with many a sharp-edged tool. Digging and delving with our shiny shovels, Moving sand baskets with no trouble.

We mix dry gray cement with sand and water; To build a home for the cow and her daughter.
WHEN I GROW UP....

When I grow up, I am going to be an animal scientist. I am going to check all kinds of animals and their body parts. If they can be trained, I will keep them as my pets.

When a lion or a cheetah has a baby, I will take it home and raise it there. I will go around the world finding new animals. If there is a new animal, I will wait until it has a baby and I will take it home because I love animals.

Animals are not afraid of anything. They are very strong. They are quick at their hunting but for me they are things that I love.

If I change my mind when I grow up, I will be a football player and make a new team. I will name them as Fire Lazers. I wish that Messi and Ronaldo will be in my team.

Anirudh Puttagunta
Surprising Grade III

MY FAVOURITE BLOCK

My favourite block in Grade 3 is Grammar. I like Grammar because it is fun naming, describing and doing things. Adam loved green things growing on Mother Earth, so we write our naming words in Green.

Eve loved the warm orange colour so we write describing words in orange. Cain loved fiery red colour and so we write doing words in red.

In future, I want to act and be an actress and be a teacher as well. I want to act because it is fun and I want to teach because I love children.

Khushi Kabra
Rousing Grade III

GRADE 3 : IMPORTANCE OF PRACTICAL WORK FOR 9 YEAR OLDS

Rudolf Steiner divided the human lifespan into 7-year “time-bundles” 0-7, 7-14, 14-21 and so on. Different life forces and senses dominate and overarch each of these different time-bundles or phases. He offers indications on what children within each phase should be taught; he shows which subjects will be most conducive to the child’s growth and development as a human being.

However, in between these beautiful 7-year “rainbows”, some years are specifically mentioned. Steiner alludes to ages Nine to Eleven often dubbed “The Crossing of the Rubicon” in several instances. This period is when a child slowly leaves behind the paradise of childhood and really begins to meet himself in the world around him.

Practical work is the best healing for the child’s upheaval and grief at recognising himself as a separate entity. The Grade Three Waldorf curriculum provides this healing by giving the children plenty to do. Physically too, a 9-year-old’s body is able to effectively increase bone mass and skeletal development at this age. The physical activity helps him to achieve this and build muscle.

The year begins with the Biblical creation story of Adam and Eve, moves on to the Fall of Man and his Banishment from Eden. The human being then makes himself at home in his new environment, working hard to make his new land resemble as closely as possible the spiritual world he lost.

The human being establishes his home on earth by finding and eventually building shelters. He hunts and gathers food and ultimately becomes able to produce food by farming. Slowly the human being makes his life on earth more agreeable by specialisation into various traditional professions such as weaving, blacksmithy, shoe-making, pottery and so on.

As trade and commerce flourished, measurement of lengths, distances, capacity, weight, time and money as well as their standardisation became important. Language too, slowly gained more structure.
Grade Three children are introduced to all these traditional activities that make them comprehend the work involved in living comfortably in this world. Doing (on a small scale) the practical work involved with measurement, estimation, farming, building as well as ancient professions, improves their confidence and grip over the world. When they have finished the curriculum for this year, the 9-year olds do not look into the world as a frightening puzzle of great unknowns. It is the beginning of viewing the world as a familiar and do-able algorithm. The energy and sturdiness that comes into their physical frame at this time is properly employed in useful work. Everything that was introduced to them in Grade One and strengthened in Grade Two, is applied to practical activities in Grade Three.

An immense awareness of and love for the world around rises up in their hearts. Some of the children in my own class were deeply moved to see the muzzled oxen ploughing the fields. They ploughed a patch of land at school and discovered how hard it was to pull the heavy plough.

They raised a small vegetable garden and anxiously waited for signs of growth and tiredness in the plant. The methi aloo made from the fenugreek leaves the children raised, was shared out like precious gems and eaten without waste. The harvesting was a very special event that the children experienced. They even counted the grains on each stalk to see how many grains a single grain yields. Nothing has brought in reverence and gratitude towards food, like the farming activities we did this year.

The pickles, jams and halwa we made is so dear to the children's hearts because of the hard work they put in peeling, cutting and stirring the cooking cauldron of food. Many children have tried the simpler recipes at home. Apart from measuring out cooking ingredients, measuring their weights and heights was another exciting part to the measurement block. Making their own meter scales and foot-rules has made measurement that much more real to them.

Bringing in structure to language through naming, describing and doing words has widened their vocabulary; they are not just readers of prose and poetry. They are writers now. The daily journal entries have shown vast improvement after the grammar block. Most children have reached a good standard of reading and spelling and are voracious readers. We tried coining our own words for favourite things and learnt a new language which we dubbed Mathese mathematical statements.

Painting has become more detailed and demands more of their attention. The music curriculum has progressed into part singing and simple round singing. They have conquered more notes on the recorder and can now name the notes.

They are able to direct and act in their own plays based on the stories told in class, using humour and innovative props to add to the authenticity of their plays. This has, in turn, strengthened their planning and speaking skills and ability to work with diverse teams.

The children have stepped into the Rubicon and it has strengthened them. There is confidence in their stride. They know how to do things. As they continue to meet the world through the healing curriculum of Waldorf Education, the child is strengthened from inside out and becomes closer to being all he was meant to be.

Leena Thomas
Class Teacher - Grade 3
1 Satyarsrut
2 Dithi
3 Kaivyla
4 Tanvi
5 Santoshi
6 Akshay
7 Ivana

Grade 3
Chris Clarke, a Waldorf Grade School Teacher observed “Mathematics is a tricky subject to teach. Children can switch off easily from the subject and it becomes an ogre to be feared.”

According to Ron Jarman, the aim of every teacher is to bring about a confident capacity in those he/she is teaching. Jarman is an engineer who worked for Rolls Royce, and then spent over 40 years teaching in Steiner Schools.

Mathematics cannot begin with cold abstraction, little related to the world of the child. The teacher has to begin with where the children are. They need images that can be held in their imagination, thus relating feeling to thought.

Mr. Jarman reiterates that story, picture, image and gesture play an important role in mathematic teaching. The teacher needs to focus on these before going into abstraction. Math belongs to the realm of doing, before taking it into the world of thinking. Hence, one always sees numbers being sung, clapped or skipped in Waldorf schools bringing the tables and numbers alive.

Children go through various development phases and a 9/10-year-old is going through a very important phase in her/his life. The child is becoming more aware of his environment and meets reality. Many a time, this reality is disheartening and distressing for this child.

Before this period, the child lived in complete oneness with this world around in other words, he was oblivious to reality. The child was in paradise. Hence until 9/10 years, the child is only allowed to work with whole numbers. It is only now that the fractions are introduced an image without of what the child is experiencing within.

It is still very important to clothe every concept in a garment of vivid pictures and images. Fractions can be taught primarily in images and pictures while decimal fractions are far removed from images. To give an example, half a cake, half an apple; here the picture can be seen. 0.5 cake or 0.5 apple is very abstract.

Therefore, the advice in Waldorf schools is to delay the decimal fractions until Grade 5, when the child is able to begin to accept abstract concepts. Fractions belong to Grade Four children. We have seen how well they accept and work with these numbers. The transformation within themselves is reflected in the fractured numbers.

The suggestion to the teacher is to proceed from the whole to the parts and from the parts to the whole. A lot of time has to be spent in cutting cakes, chocolates, paper, fruits etc., to allow the child to experience the concept the bigger the denominator, the smaller the piece and there is no end to dividing.

The next important concept is to arrive at equivalents eg., \[ \frac{1}{2} = \frac{2}{4} = \frac{4}{8} \]. This is a very important picture.

The child should be taught that a proper fraction is between 0 and 1 and an improper or a mixed fraction is more than 1. This concept is enhanced by working with number lines.

The exercises of
drawing pictures for the given fractions or vice versa is extremely important too. Ideally, a whole block of 4 weeks would be required to strengthen the children in the above concepts and a second block is used to introduce the 4 processes.

Meanwhile, one works extensively with questions such as how many halves in 2, how many quarters in 2, what is half of 1, what is half of half and so on. We do this before telling them that one is division and the other multiplication. Use of Mathematical Language helps the child accept the following:

Whole numbers when multiplied give larger products while fractions when multiplied give smaller products. Whole numbers when divided give smaller quotients and fractions when divided give larger quotients. These concepts require experiences and not methods.

Another fascinating song one learns in Class 4 is the different tables being sung in Canons or parts to see where the multiples meet for the first time. The children in class named this multiple First Time Common Multiple. One of my earlier classes called it Laughing Common Mouse. The class is alive because they have coined the concept.

This could be an endless story as children discover new ways of solving their problems and they never tire of exercises.

Jyotsna Patnaik,
Class Teacher - Grade 4 &
Curriculum Mentor (Grade 1-5)

A MAGICAL TALE

Lily Vassey's white cat with blue eyes, Bluebell, had a shorter tail than other cats, but Lily, her sister, Rose and her brother Jamethon (called James) didn't mind it. At least, it was 10 inches long.

One day, the family decided to go camping. It was because mother and father had each got a full week of holidays. That Sunday, they left for the nearby forest and set up two tents - one for the children and one for themselves. They said to the children No overeating; this food has to last a whole week!

The children nodded and went to find dried leaves and firewood. On the way back to the tents, James was leading. Suddenly, Rose said “Hey Look! The same nest of birds that we passed an hour ago!” “Oh, No!” said Lily, “We’re going round and round.” “Does that mean we’re late for dinner?”

“Of course! What a good thing we just had our milk!”

“That was one-and-a-half hours ago!” said Rose. Lily was silent. It began to rain. “Quick! To that cave! It’s raining!” said Lily.

As soon as the rain stopped, the trio went out only to find their way barred by a bear! As they ducked to avoid one of the bear’s blows, out of nowhere came a blue-eyed cat waving its short tail. The tail turned into a sword and frightened the bear away.

The children opened their eyes just in time to see the cat vanish behind a tree. Though numb with fear and wonder, the children began walking; the sun was setting. Suddenly, they saw a building at a distance. They made such a rush to it, almost bumping into it! The window was so high that Lily and James did a handstand and Rose stood on their feet to peer into it.

“It’s too dark, but I hear men saying, ‘What’s the next theft to be, boss?’ I don’t like the sound of that.”

“Come on down! I can’t stand this way anymore!” yelled James.

Rose got off and helped her siblings onto their
feet. But the men had heard them! The door burst open and snarling men came out! But before they could reach the children, they were trapped by an enclosure of fallen sticks.

The children turned to find a white cat waving its tail. As the cat turned to go, Lily asked, “Where’s the camp?” The cat pointed its short tail East and ran away. Lily took a step and looked down. The cat’s collar. In the shine of the rising moon, they read the words “BLUEBELL” on it.

As they walked campwards, James asked: “What are we going to tell Mum and Dad, when they ask what took us so long?” “We’ll say it’s a long tale!” relied Lily. “But Bluebell’s tail isn’t long!” protested Rose.

“Alright,” said Lily. “Let’s tell them it’s a magical tale about a magical tail!”

Anshika
Who distinguishes Grade 4

MAN AND ANIMALS
Thank you, God, for creating such a beautiful world. People think animals have no feelings but they do. God created animals so they too deserve a peaceful life on Earth.

When we love animals, they love us too! The animals don’t have any education. Yet, they have manners. Let us help them have a beautiful life. Thank you, God, for making me a human being.

Bhavishya Abhichandani
Who graces Grade 4

THE ZOO
During animal block we went to the zoo; We saw animals and fish too.
In the fish tank we saw gold fish; In another we saw starfish.
We went to see the animals; We saw a lion and a tiger.
We saw monkeys and hippopotamus too

Aditi Vasudevan
Who inspires Grade 4

CHOCO’S TRAP
Cold nose, soft paws Soulful eyes gazing at me!
Every hour, every meal, She sits by me, Oh so faithful!
When she wants a bite to eat, She stands on her two feet,
Her paws on my lap; I fall into her trap.
Cold nose, soft paws, Soulful eyes gazing at me!

Laya
Who ensouls Grade 4
THIS PATCHED CLOTH
This patched cloth,
Was made by a moth!
Its curving and swerving,
And believe it or not,
It scampered a lot!
As I withdrew it from
the drawer,
It scampered to a
corner!
And it bit me
Never seen again!

Laya
Who ensouls Grade 4

I LOVE HYDERABAD
Hyderabad, Hyderabad! I love Hyderabad!
It was once ruled by Qullis, Kakatiyas and
Nawabs!
Chowmalla, Golkonda and Charminar
So many wonders they are!
On one side lies Secunderabad
On the other Cyberabad!
Famous for pearls and night bazaar.
Buddha statue and Birla temple
Stand in the heart of Hyderabad!
Hyderabad, Hyderabad! I love Hyderabad!

Moksh
Who enlivens Grade 4

STARS
You come at night; go away at day;
You look so tiny from afar, so large
from near
You twinkle all night and sleep in
the morning.
You stay in space and live in the air
You move from here and there
Between the Asteroids!

Dhruv
Who animates Grade 4

SUMMER SEASON
Summer is my favourite season;
We get holidays, that’s the reason!
We go to the beaches; we eat some peaches
We get water-melons and mangoes
In eating them the day goes.
Ice cream! Ice cream!
We all scream “Ice cream!”
Summer is my favourite season,
We get holidays, that’s the reason!

Heemankshi Agarwal
Who flavours Grade 4

WHY LEARN GEOGRAPHY?
Geography is about how to look at a map,
draw a map and understand where things are. Most importantly, it is about how to
understand a map. In Geography, you need to
travel from place to place and understand their
forms.
Geography is about knowing the difference
between places and where rivers, mountains,
oceans and seas are. It is also about knowing
where a place ends.
Geography is also about the climate. We even
learn about typhoons and volcanoes,
tsunamis, earthquakes and tornadoes. All
these are caused by the climate of a place. This
is why we need to learn geography.

Paras Joshi
Who rouses Grade 4
1 Anil
2 Bhanutej
3 Paras
4 Sidharth
5 Heera
6 Saathvi
7 Anshika
Sloka Bazaar 2014
Since time immemorial, Nature with its charm and beauty enchanted Man. It continues to do so, never ceasing to inspire or mesmerize his heart, mind and soul.

All the Ancient Civilizations found Nature mysterious and unquestioningly followed nature-defined patterns. Scholars and philosophers have always tried to understand these patterns that are found in everything that exists on this earth and around it.

Why is nature so beautiful? Does beauty exist in patterns or do patterns bring in beauty? The beautiful rainbow in the sky, which enchants every heart that can sing, appears because of certain reason.

Every flower that blossoms has a secret hidden in it. The meandering paths of the rivers are not accidental. They define a form in which the river is able to pass through with least effort.

The waves in a pond or in the ocean draw us into itself and we get caught in those eternal, repeated patterns. The unending, golden sand dunes of deserts, so vast and boundless, are complex and are beautiful examples of wave-like forms.

Cracks, whether formed in drying mud, tree barks or rapidly cooling rocks have their own distinctive patterns. Every life form in this universe follows a particular form and these forms are defined by a particular mathematical phenomenon.

The secretive plant world, with its innumerable species, is a garden full of patterns. The arrangement of leaves around the stem or seeds in a sunflower or daisy face shows a fascinating tendency to form recurring patterns. The curl of a drying fern and the rolled-up tail of a chameleon all exhibit types of spiral arc.

In the animal and insect kingdoms, we observe patterns on the skins of leopards, cheetah and zebras. The wing markings on butterflies and moths are unique and follow a particular equation.

The proud peacock dancing with its thousand eyes widely spread looking for the monsoon clouds, is another pattern which is a delightful sight.

We have never stopped to wonder at the beehive, how the bee perfectly measures and constructs each side of the hexagonal chambers. Look at how the weaver bird uses its own body as a measure to build its nest.

See how the sweeping curve of the chambered nautilus shell is carved. How perfectly is the pinecone arranged! How beautifully the spider spins its web! How do the geese fly in a V-form?

Endless questions which have no answers. Who is the master behind all these wonders? Who taught them to do all these? Did they learn the laws of mathematics or are they the masters?

Nature, in its elegance, follows a definite law of patterns and modifies and adapts these basic patterns as needed, shaping them to the demands of a dynamic environment.

There is much beauty in Nature’s clues; and to recognize it, we don’t need any training in mathematics. We just need to have the eye for it.

Rajalakshmi Tummala,
Class Teacher, Grade 5
SLOKA
Of all the continents on earth
In Asia it was given birth.
Surrounded by oceans and the seas
Their population would never cease.
In it the best is God's own country
None other than the beautiful India.
Oh the district Oh Hyderabad
The best in AP, so good is Hyderabad.
Our only Sloka School,
The best though it doesn't have a pool.
It's a temple for us
The great temple of silence.

LONG LIVE THE SUN GOD RA
Long live the Sun God Ra!
Let your throne be as high as a khuj!
Everything in the world was a footprint
of the gods!
River Nile is always a smile for you!
The god of Sun we praise you!

ALGAE
Oh, algae you are so smooth and small!
Only with water you grow.
Without that you are slow
You are in different colours red, green, brown
I am wondering to see you!
You look like a plant but you are not
You move from one place to other
You grow on rocks and trees too!

A POEM ON EARTH
Mankind long before your birth,
Alluring was the beauty of Mother Earth.
We love her not;
Her death we plot.
She gave us air and food and home
"That's not enough!" we humans scream.
With greedy lust our mouths do foam
With evil hopes our eyes do gleam!

RA THE SUN GOD
Lord of the glow
The sun god he is!
What ever he says
The law it is!
Ra the Sun God
Most powerful of all!
He has a name
Which he hides from all!

IDIOm POEM
I want to write poems
All about idioms.
But the poem is not idiotic
Nor is it chaotic.
It is not a piece of cake
which you think is easier to make.
Poems are hard to write
Even if you try with all your might.
So I get it out of my sight
Though I know that that's not right!
Grade 5

1 Ananya
2 Ganesh
3 Nandana
4 Vansh
5 Vansh
6 Saideep
7 Ravi
Once, in a lecture I attended, the late Peter Glasby said, “The outcome of any good education is to help the child to achieve the following objectives.

- Education should help the child in being a participant of his ‘time’.
- It should help him to be a participant in his culture and the bigger world culture.
- Education should also help a child to be a participant in his own destiny and to help him realize his true potential.”

Whenever I recall these words I realize how relevant and profound they are. Man only truly understands himself if he has an understanding of history. He is an inhabitant of his ‘time’ after many changes that have taken place over centuries. Many of his present day ideals or habits have their origins in the past. So history truly presents man with a mirror of himself.

While most study of history includes the important events in a chronological order, in a Waldorf school study of history begins with mythological stories. The rich tradition of mythological stories is actually history in a picture form. It tells us the story of evolution of the human consciousness.

History lessons begin very early in a Waldorf school in the ‘story time’ of the primary school. While in class two they are treated with wonderful stories of saints who overcame many odds to establish a deep inner connection with the supreme, in class three they listen to stories from the ‘Genesis’. Genesis answers the deep inner soul questions of the child about their origins. The stories establish an order to the world around them. In the seven days of creation lies the building of the evolution of the world. Grade four brings in the folk spirits of the Scandinavian Norse mythology which echoes with the development of the child’s consciousness.

The five big ‘EPOCHS,’ which are taught between Grade Five and Six actually trace the development of human development and thinking. They tell us through various stories how man’s visions and aspirations evolved and how he became more and more a citizen of the ‘earth’, losing perhaps some of the special intuitive powers or cosmic connections that he may have had.

The first ‘epoch’ that we talk of is the very ancient Indian epoch. Man did not strive so much for earthly gains but lived a life of austerity and piety. His goals were spiritual in nature and he spent his time in meditation, to seek God. The stories of Sages and Gods of nature Indra, Varuna and Vayu fill this era. The story of a new world created after the floods, similar to the Biblical story of Noah’s ark, tell us of the establishment of a new order.

The ancient culture of Mesopotamia around the rivers of Tigris and Euphrates brought in the Persian culture. This becomes our second epoch study. They were among the very early city-dwellers of the world. Men also became farmers, they learned to make fire, pottery and were wonderful star-gazers. The story of Zarathustra brings to the children how the two
polarities of 'good' and 'evil' took hold on the earth. The Egyptian epoch brings to us the development of language and geometry. Language and script slowly developed through pictures and images. The hieroglyphics is a wonderful picture language. The use of rope to carry out complex measurements is brought to the children. Later they will understand it as the foundation of the 'Pythagoras' theorem.

The huge pyramids bear the testimony of the geometrical acumen of these people. Their consciousness and understanding of death and preparation for a journey is quite amazing. Egyptian gods with their animal faces remind us of the close connection with the animal world. The stories of Pharaohs are pregnant with the deep esoteric significances.

The epoch of the 'Greek myths' form one of the most beautiful Main Lesson stories. The Greek gods are characterized by strength beauty and valour. While the gods and goddess have their beauty and charm, they are however not infallible in character. The story of Prometheus stealing fire for man brings to us again to the loss of man's initial heavenly nature.

However, there is a harmony and grace about the Greek time which occupies a special place. Their stories live in the stars as so many constellations get their name from the Greek myths. We see a development of Man's thought. Of course, Greeks had the first philosophers of the world Socrates, Aristotle and Plato.

In Grade 6, the children explore the Roman 'epoch'. This is one culture which left a lasting stamp on the world. The Roman myths seamlessly flow into dated history. Children understand how Romans were totally 'earthly'. Though they had borrowed Greek art and architecture, they were definitely people who conquered and changed the world. They made laws, constructed bridges, aqueducts and built roads. The Caesars wielded unquestioned powers. The human ambitions and quests were now wider and bigger. This consciousness is a far cry from the spiritual ancient Indian.

When we study the Waldorf way, we can see how mythologies form the stepping stones to dated History. It is wonderful for the children to experience history from within as a participant of human progress. It forms an enriching and soul nourishing experience. These stories carry within them eternal truth in their symbolism. Children make that deep connection to the culture of the larger world around them while also understanding their own origins.

May education truly accomplish its goals, allowing children to be active participants in their time, culture and destiny!

Sobana Srinivasan
Grade VI Teacher
**VOLCANOES AROUND THE WORLD**

What is a volcano? A volcano is an opening or rupture in the surface or crust of the earth, which allows hot lava, volcanic chamber which is deep below the surface of the earth.

When do volcanoes occur? Hot liquefied magma beneath the earth’s surface is pushed up by pressure to the surface as mother lava. Some volcanoes erupt in an explosive way whilst others are less explosive and the lava just flows out of the vent. The lava and cinders accumulate and this creates a cone like structure.

Volcanoes can grow quiet quickly. Although some volcanoes take thousands of years to form, others can grow overnight. For example, the Paricutin appeared in a musician’s cornfield on February 20, 1943. Within a week it was 5 times tall and by the end of the year it had grown to more than 336m. By geologic standards that’s pretty quick. If the Yellowstone Caldera volcano erupts it could possibly be the end of the world.

Arushi Dahiya
Grade VI

**ASIA**

This year we learnt about Asia. Asia is an amazing continent - a continent of contrasts of cultures, religions, people and geographical features. Asia has the coolest inhabited place as well as the hottest, the deepest point and the highest point.

Four religions took birth in Asia - Christianity, Islam, Hinduism and Buddhism. Because of the variation in climate and geographical features one can see a variety of people here whether in facial features or in life styles.

I like the Taiga region the most and hope to visit it one day. I will definitely take pictures of frozen lakes and coniferous forest. I would like to experience the life of a lumberjack. How different it is from South India.

Rohan Sreepada
Grade VI

**GOOD MORNING**

Sun rises and....
Seabirds twitter,
Warm or cold water glitter.
Palm Fronds Flitter
Crabs Skitter

Good morning, Beach!

Sun rises and ... Roosters crow. Farmers hoe. Tractors mow

Green grass grow
Good morning, Farm

Sun rises and .... Pigeons peep.

Workers sweep
Drivers creep
Taxis beep
Shop keepers cheat

Good morning, city!

Ayush
Grade VI

**OUR EPIC MINI BAZAAR**

The mini Bazaar is done by 6th grade every year, after they’re done with their profit loss block. There are so many mouth watering dishes. Eg. Corn chat, manchurian, pani puri, cakes, juices and so on.

We even got to learn a lot from it. It was a great experience. And I loved the mini bazaar!

Hemangi
Grade VI
The Carthaginians were the Kings of the Mediterranean Sea, but the Romans were soon gaining control in that region. The Carthaginians saw that Rome was becoming stronger. They decided to attack Rome so as to regain control over the Mediterranean Sea.

Hamilcar was an army general of the Carthage army. He never liked Romans. He had a son called Hannibal. Hamilcar made Hannibal promise in front of God that he would conquer Rome. Hamilcar died in a war. Hannibal spent all his childhood in the army learning how to fight.

Hannibal grew big and wanted to defeat Rome. He went to Rome by sea and the Romans managed to push them back. One day, Hannibal had a dream that a dragon from Carthage went to Iberia and then to Gaul. The dragon then went up the snow-capped mountains of the Alps, then went down the Alps and burned Rome. Hannibal thought that this was a good plan.

He collected elephants, horses and men. He started his journey to Iberia and then he fought with the Gauls. They climbed up the Alps; many horses, elephants and people died. He managed to climb down the Alps too.

When Hannibal came down, he had to fight with Scipio from Rome. Rome lost and Scipio died. In the second war, Hannibal ambushed the Roman army. Then he thought that they have to take rest. They went to rest in Capua. In the Forum of Rome they announced that “Hannibal Ante Portes” means, “Hannibal is near our gates.” Every Roman was shivering.

Scipio had a son; he had the idea of attacking Carthage while the Carthaginians were resting in Capua. The Romans charged at Carthage. Hannibal had to come back to save Carthage. Hannibal fought a war in Zama and lost. He had to run away to save his life. Hannibal died in exile. But Hannibal is always remembered because he was the only one to challenge Rome when it was very powerful.

Yoshitha

Grade VI

THE OATH OF HANNIBAL

The Carthaginians were the Kings of the Mediterranean Sea, but the Romans were soon gaining control in that region. The Carthaginians saw that Rome was becoming stronger. They decided to attack Rome so as to regain control over the Mediterranean Sea.

Hamilcar was an army general of the Carthage army. He never liked Romans. He had a son called Hannibal. Hamilcar made Hannibal promise in front of God that he would conquer Rome. Hamilcar died in a war. Hannibal spent all his childhood in the army learning how to fight.

Hannibal grew big and wanted to defeat Rome. He went to Rome by sea and the Romans managed to push them back. One day, Hannibal had a dream that a dragon from Carthage went to Iberia and then to Gaul. The dragon then went up the snow-capped mountains of the Alps, then went down the Alps and burned Rome. Hannibal thought that this was a good plan.

He collected elephants, horses and men. He started his journey to Iberia and then he fought with the Gauls. They climbed up the Alps; many horses, elephants and people died. He managed to climb down the Alps too.

When Hannibal came down, he had to fight with Scipio from Rome. Rome lost and Scipio died. In the second war, Hannibal ambushed the Roman army. Then he thought that they have to take rest. They went to rest in Capua. In the Forum of Rome they announced that “Hannibal Ante Portes” means, “Hannibal is near our gates.” Every Roman was shivering.

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Yoshitha

Grade VI
LIVING ROCKS
Rocks are living beings
They change their shape and colour.
Rocks have minerals
Andhra Pradesh is full of granite.
There are huge boulders of rocks.
They are needed for so many things
And the rock of Andhra Pradesh is granite.

BLUE AS THE OCEAN, THE SAPPHIRE
Green, beautiful and clear-all in one,
the Emerald
And golden as the sun’s rays, the Topaz
All gems are jewels of wonder, enchantment
and magic to me.

Sourish
Grade VI

STRONG AND SOLID
Oh! The rocks- what beauty they give the world,
They are our treasure, they hold all the secrets of the earth.
So keep them safe how people break them down,
How sad is it you will know when it is gone.
They are one of the wonders of the world!

ROCKS
Igneous rocks are very fiery
Because they arise from the volcanoes fury
First some magma starts to flow,
Up, up, up it goes.
The ones which come out with a big bang
Are pumice basalt and obsidian.
These are extrusive, intrusive are granite with minerals
Mica, feldspar and quartz
And gabbro too.
These are ingenious rocks
And they are very fiery

Ganani
Grade VI

SAVE ROCKS!
Oh! The rocks- what beauty they give the world,
They are our treasure, they hold all the secrets of the earth.
So keep them safe how people break them down,
How sad is it you will know when it is gone.
They are one of the wonders of the world!
Rocks are very important part of our lives
Save Rocks!

Ishta
Grade VI

PRECIOUS WONDERS OF NATURE
Rocks everywhere
Remind me of famous monuments
The Taj Mahal, the Agra Fort and the Parthenon.
Different shapes and colours they come in
The lightest rock to the heaviest rock
The commonest rock to the rarest rock
The strongest-looking rocks to the most graceful rock
All are but a few of all the rocks.
Clear as the clearest glacier water,
The Diamond
Red as the ripest cherry, the Ruby
Shining as the sun itself, Gold
Bright and colourful as the rainbow, the Opal
Sparkling as the moon itself, Silver
1 Janvi
2 Rohan
3 Nikith
4 Aditi
5 Harshita
6 Preksha
7 Arushi
8 Ishani
9 Harshita

Grade 6
WONDER POEM
I wonder, Oh so much!
The details are so incredible
I want to open it before she says “Go”
But on my part, it would be very low.
I wonder, what would be in there!
And I hope the box will not tear
I wonder when she will say “go”
The box is waiting, shining with a glow.
Go! At last I can dig in!
Careful not to ruin anything
A prank, a poem, a magnet and chocolates
I am just delighted today!

Rhea
Grade VII

GENIE IN A SILVER BOX
The grayish silver box
So pretty and glittery;
And the gray box.
So pretty, Oh so glittery.
I wonder what you have in you!
Would a genie come out and ask what I wish for?
Or could there be hidden jewels?
Even if you are empty,
Your beauty and perfection
And a thought of a gift
Bring a smile to my face!

Saranya Pavarala
Grade VII

CAKES, CAKES, CAKES
Carrot Cakes,
Oat Cakes,
Big fat plum cakes,
Long thin chocolate cakes,
Those are just a few
Cakes, cakes, cakes!

Eggless cakes,
Fruit cakes.
Big fat marble cakes,
Red coloured strawberry cakes,
Cakes, cakes, cakes!
Cup cakes,
Cool cakes,
Don’t forget butterscotch cakes
Last of all
Best of all
I like black forest cake!

Shrishti
Grade VII

MY SWEET LITTLE SISTER
Oh! My little sister is as thin as a stick
I wish you were as fat as an elephant!
As scary as a ghost and as chubby as a rabbit!
You are like an erupting volcano when you are angry
As dirty as a pig, as clever as a fool!
As ferocious as a lion, as pretty pretty as a princess!
As graceful as a swan, hair growing as long as a lizard’s tail,
And as soft as rabbit’sfur!
You are as funny as a monkey, and as hard-working as a donkey!
However you are similar to all these things
You are my dear little sister !

Nandini Abichandani
Grade VII

SAVE PLANTS
Once upon a time, in a village there was a very poor farmer. His landlord gave him a plot of land to work on. The farmer did not know what to plant. So, the farmer asked the landlord what he should plant. The landlord said, “Anything! Whatever you like!.”

One month passed by; the farmer still didn’t know what to do. More months passed by.
Now, the landlord was getting impatient with the farmer. Meanwhile, the farmer’s wife had a baby girl. Now, the farmer had an idea. He went to the landlord’s house and asked for mango seeds. As the baby girl grew, the mango trees also grew. When the girl was a teenager, the trees started bearing fruit. By the time the girl was married, the farmer was able to sell those mangoes. He was not a poor farmer anymore.

From that day onwards, whenever a girl was born in a poor family in that village, they used to plant fruit trees. In this manner the village developed and was filled with greenery and prosperity. Without nature, there is no life.

Srija Naraharasetti  
Grade VII

WATER FOR LIFE

Water is important for the world but it is wasted in huge quantities. We waste water in many ways while brushing, taking bath, washing. Water is our life giver and we need it to live and we have to conserve it to let others live by it. How can we save water?

(I) Saving water outdoors:-
• Water your yard and outdoor plants early or late in the day to reduce evaporation.
• Use a bucket and broom not a hose to clean the walkways.
• Use a bucket of water to wash your car. Use a hose only for rinsing.
• Use plants that required less water.

(II) Saving water indoors:-
• Take a short shower.
• Turn off the water while soaping or brushing.
• Turn off the sink faucet while scrubbing dishes.
• Use the same glass a day.
• Avoid flushing the toilet unnecessarily.

Saving water will save our lives. A world without water is a world without life.

Aditha  
Grade VII

HOW EARTH TOOK BIRTH

This story began millions and millions of years ago with a gigantic spinning cloud in the space. That cloud of dust and gas was hundreds of millions of miles wide! It spun round and round just like huge flat wheel. Very slowly, most of the gas collected in the middle of the cloud formed a lump that got bigger and bigger. As the lump grew it pulled more and more gas towards itself. Everything in space pulls at everything else. This pull is called gravitation. Because the pull of gravity is the same in all directions, the lump was pulled into shapes of a ball.

After a very long time there was huge ball of gas, in the middle of a wheel - shaped cloud. This was the beginning of the sun. There are lots of clouds in space right now. They are made of chemicals in the form of dust and gas, some of these clouds seem to be turning into new stars. Scientists think that about 5 million years ago our sun and its planets were formed from one of these clouds. Further out, in the rest of the clouds, smaller balls gathered together as gravity pulled bits of dust and gas together.

After a long while, most of the clouds had been used up. Only balls of gas and dust remained. They all wheeled round the sun, because the cloud from which they had been made had been spinning. These balls of gas and dust were the beginning of the earth and the other planets. After the birth of earth, due to the presence of air, water and other environmental factors many species were born and plants grew on this planet. With age civilization and the eco system was in balance. But in the modern era the eco system is disturbed due to:

1. Pollution due to industrial waste.
2. Disturbing natural resources.
3. Cutting down trees to built up cities.
4. Killing animals for food, etc.
5. Disturbing the ozone layer.

We have to save our environment. Save environment. Save life.

Aditi  
Grade VII
1 Aditi
2 Srishti
3 Aditi
4 Aditi
5 Srishti
6 Srishti

Grade 7

1: Watermelon
2: America Blue Morpho
3: Saints
4: Bible Verses
5: World Map
6: Map of North and South America
1, 2 & 3 Grade 1
4 & 5 Grade 4
6, 7 & 8 Grade 5

Class Trips 2014
Class Trips 2014

1, 2 & 3 Grade 6
4, 5 & 6 Grade 7
YOU SMILED
You smiled at me
As you ran past,
And your smile told me
What your foreign tongue could not.
I saw the purest happiness
In that brief glance.
The joy that only children
With their hearts open
Can experience.

MY DAYS IN SCHOOL
Girls in gangs
Talking about songs they sang;
Boys about last night’s match
And Virat Kohli’s superb catch.
Seniors punished for wearing low jeans;
Teachers talking about naughty teens.
Trying not to get grounded every time
And going to games class at least some time.
Praying for less portions at the end of the term
Else we are stuck in books like a bookworm.
Fun and studies
With teachers and buddies
This is our school
Which is filled with fun to the full!

A LIVING TREE
I see a tree; a tree with life
A tree with eternal joy, flowers blooming.
Leaves are countless like the stars in the sky
No matter where it stands, day or night
Like a statue having immortal life.

THE LONELY FLOWER
While I am sitting here,
I watch the bushes ahead,
when I see that there is one
pink flower; so lonely and
gentle, occasionally
swaying with the
whispering breeze.
It might be thinking or even
feeling disappointed that
there is no one to
accompany it all around.

THE ROCKS
The rocks are born in Fire
Carried by Water,
They are thrown on Land,
They are still like the bark of a Tree,
There are so many minerals in them,
Every rock is different in its nature.

THE SETTING SUN
Look at the setting sun, so nice and round
hanging in mid air like a tasty berry so fiery
and red. Does it look like a berry? No it looks
like a sweet rasgulla with its juice as the rays
falling on us so hot.
Now it becomes like a top spinning in the sky
and now slowly it sets as a fiery red dragon to
return once again as bright as a golden fireball
shining in its golden glory.
HIMALAYAS
I am imagining the mountains of the Himalayas. I imagine them when the sun rises and gives their peaks a golden hue. I imagine them when the afternoon sun turns the tall mountains shadow into a mere football. I am imagining the mountains after sunset when the cold, deadly wind blows the life out of them.

Rakshit
Grade VIII

I LIKE COMPUTERS
I like computers. My mother uses a computer and she types her reports on it. My father finds out where we will go on our holidays using his computer. He books tickets. My mother uses Acer. My father uses Asus.

My grandfather has his own big computer. He does his income tax on it. My sister is not allowed to use a computer. In the Apple computer, we can also listen to songs in itunes.

My favourite song is Thousand Years. We can see maps in the computer. In Google, my mother showed me pictures of bones and joints for my Biology block. We also send emails in our laptops. We use printers to print.

Medhha Srinivasan
Grade VIII

FREEDOM
Freedom means being able to think, choose and acting independently without constraint. It is arguably one of the basic human rights. Total freedom of the individual without a sense of responsibility or self-restraint, soon infringes on the freedom of others. Therefore, freedom of the individual in a society involves some measure of regulations and boundaries.

These boundaries are not universally agreed upon or fixed. So, as one person’s freedom impacts others’, the discussion on freedom is ongoing.

Freedom of choice, religious freedom and political freedom, freedom of the press, as well as freedom of information are subjects of ongoing debates. The understanding of these concepts vary between governments, religions and countries.

Freedom and its synonym liberty involves rights, marking out boundaries and territory, as well as the liberation of those whose freedom is taken away. Freedom is emotive raising passion and argument. It rarely seems to be about ‘live and let live’.

Prithvi
Grade VIII

SOCIAL NETWORKING
First of all, I would like to say, “Always face your problem! Don’t Facebook it!” Of course, there are many advantages and disadvantages of using social networks.

The biggest advantage of this technology is that you can keep in touch with people living abroad or people you lost contact with. Social networking sites help small businesses; they also help in spreading social messages.

An example to point is the gathering that took place in support of Anna Hazare for the Lokpal Bill. This message was mainly spread through the social networking site Facebook. Through sites like Twitter and Facebook, people can get latest updates from their favourite actors, singers and sportsmen.

But if this becomes an obsession, then it can cause problems. There are some people who can't spent a day without using these sites. They text people the whole day and don't do their work. These days people, are also using social networking sites to bully others, even resulting in suicides.

There are advantages and disadvantages of using social networking. We can use these sites but only for a limited time not always. We should make sure that they don't become an addiction.

Himanshi
Grade VIII
1 Ismail
2 Ravi
3 Sloka
4 Sunny
SITTING UNDER A TREE

Sitting under a tree
I got its shade for free.
I saw people playing
Cricket without a wicket.
I saw a rock firm and strong
Which people were sitting on.
I heard the birds chirp away
And smell the fragrance where the mud gave way.

Adesh,
Grade IX

FRIENDS

What are friends?
They are those on whom life depends.
Friends will make you smile
Every moment with them is worthwhile.
They can gauge your emotions
And this will prevent commotions.
Friends will cry with you
When your life is askew
Friends will never leave your side
They will never hurt your pride.
With friends sharing is mandatory
And their reaction bring us glory
Friendship leaves do many memories
We could fill so many diaries
Friendship is a special acquaintanceship
Which blossoms into a wonderful friendship.

Neha Pradeep,
Grade IX

THE LIGHT OF MY WORLD

I've see the light
And it's in you;
In every thing you are
And in everything you do.
It's a perfect light
That shines for all to see;
It radiates from you
And has pierced the heart of me.
The light is from a friend.
It's a light that keeps me warm;
It lets me know how alone I am,
And keeps me safe from harm.
To you my friend I am thankful,
In each and every way;
For you lift my spirits up,
With every passing day.
To know that you are there for me
It makes me feel alive;
Because it is your friendship's light
On which my love will thrive.
"Thank you" isn't good enough
But they're the only words I know;
It is your light of friendship
That gives my world its glow.

Asha Kiran Cherukuri,
Grade IX

A FRIEND WHO I ALWAYS BELIEVE IN

OMG ! He is so adorable! So cute! Love his eyes,
his ears, his black little nose. Love the small
white dot in the centre his cream and black
paws and his golden hair with brown and
cream mixed in. He was 45 days when he
became a part of my family and the most
important guy with paws.
The moment he entered the house, he brought
with him a new atmosphere. He was naughty,
but his naughtiness made me laugh. It reduced
my stress and he never jumped on my nerves.
He quickly found new friends in my colony. He
never demanded anything; and the best thing
was he never barked my secrets out.
Many say dogs are not nice, they bring
diseases into the home and spread them to the
people who live there. I say that's not true
because everything depends on how you take
care of him or her. Dogs are the best friends of
humans. Never say they are dirty. After all, in
days of old, they helped humans find shelter or
food.

Chandika,
Grade IX
Activities 2014

1-5 Grade 8 Play-Pygmalion
6 & 7 Grade 10 Farewell
1 Shaliyanth
2 Kineri
3 Revanth
4 Vishal
5 & 6 Revanth

Grade 9
1 Violin
2 Tabla
3 Dance
4 Flute
5 & 6 Grade 6 Gymnastics
8 Grade 8 Clay Work

Activities 2014
Adhyan means Self Study in Sanskrit. What is Self Study? It is “learning on your own” or “by yourself”.

Independent inquiry and self-directed tasks are promoted throughout a student’s life.

Then why is Self Study important especially for Upper School students?

In adolescence, the ‘thinking skills’ are awakening. A student is developing the powers of independent judgment. The content of the lessons should respond to this need by challenging it and providing a context in which the student can develop his or her faculties.

This means that the task of education is to provide learning experiences in which objective laws that are accessible to thought can be experienced and made conscious.

In order for modern society for people of initiative, energy, flexibility, creativity and social competence, demand Upper School students learn to learn, learn to work, learn to transfer skills from one realm to another, develop problem-solving abilities, be creative and above all have a fine sense of social responsibility.

Self Study is the first step towards accomplishing the task. A student may not learn and understand everything in the classroom. That is when self study becomes an important part in effective learning.

There are many more advantages. Self Study gives the student the flexibility of time and pace, helps the students to broaden their thinking level. It can be fun, would enable the learner to limit the number of distractions. It tends to build a sense of responsibility and students start accepting responsibilities.

They can read different interesting new books and can make study material of their own. Self study gives an opportunity to the enthusiastic student to go as deeply into a subject and as they would like to go.

They tend to retain more naturally when they do the work themselves. It also gives self confidence and a good feeling of learning the subject well.

It gives them an opportunity to develop a good work ethic. Students perform well because they are already proficient in tackling problems on their own.

Self Study helps the students find themselves and personalities become more individualized through their work.

K. Padmaja
Grade X Teacher
BAD DRUGS
A rush of happiness from that plant; 
I jumped high, not knowing where I’ll land. 
It suddenly left, feeling weak, 
I was so sad I could not speak. 
See, this is what happens when you smoke weed, 
It’s a dangerous drug of the devil’s creed.

CHOCOLATES
When I look at you, my mouth waters; 
After we eat you, our feet are happy. 
You are often brown; your taste is sweet; 
If any one loses a bet, you are the best treat. 
You have many different flavours; 
But people say we should not eat you. 
To eat you imported everyday 
Dad should get a good salary. 
On all occasions you are the best 
You are a favourite to children 
And they get so attracted to you.

CHILD LABOUR
Please, Please, Let me go to school. 
Mouth shut! You little fool! 
Take your tiffin and get off to work. 
As I walk along, I stare 
At little children at the school and fair. 
I walk and walk, barefoot. 
I reach the mine, 
Work and work until it’s nine. 
The fat landlord, sitting on the couch 
Watching us work like a potato pouch. 
In the age of play and lots of fun, 
We are put to work and we must earn. 
We get paid in the tears that are shed. 
We get no love nor a bed. 
Please, Please, we need some help! 
Help those of us who are in need 
Whose lungs cannot breathe. 
My pal, Fred, is dead; 
He was sick; his face got red, 
As he exhaled ahead. 
The business people, they are just so bad. 
Money and wealth will make them glad. 
Selling, sweeping, sewing! Good Heavens! 
And making shoes for size sevens. 
Rough filthy hands that never learnt to write, 
Would they – ever in their lives – get their right? 
No time for school... only drool and drool. 
Alone in the thunder; alone in the storm; 
Shivering with cold; dying for a meal! 
Always in the garbage, looking for food, 
Feels like Dark Ages – that’s the mood. 
Save the future generation; 
We can change the situation. 
We can build a healthy nation. 
Now raise our voices in protest. 
To give each child comfort and rest.

MY SPECIAL TEACHER
You are my special teacher; 
I just want you to know. 
I had fun in your class; 
How the time has flown. 
Thank you for helping me 
To learn all that I know; 
I will always remember you 
Even when I’m grown. 
I’ll miss your being my teacher; 
I know the reason why: 
I am feeling very bad 
Because it’s time to say goodbye.

THE VICTIM
The Girl is crying in the dark; 
The man who did it left his mark. 
The acid burned and savaged her face; 
Now she won’t come out for several days. 
She’d done nothing, just said ‘No’; 
But in the end received the blow. 
He slipped out of the hands of justice; 
Even though it was he who was weird. 
He looks at her with a satisfied smirk;
That memory will now forever burn.
Now she could take no more.
And ran away out the door.
A burning smell; an acid taste;
Now, she lay there – more disguised than ever
And spoke her story through a letter;
She was once a beauty with a soul – Now a corpse that is not whole.

Neeharika
Grade X

Goethe said, “Every man is the architect of his own future.” Swami Vivekananda’s often quoted statement is: “You are the maker of your own destiny.”

We should constantly entertain such powerful thoughts in our mind if we wish to build our personality. Yes, what we are and shall be tomorrow depends on what we think, speak and do today.

Our thought, word and deed must be well-trained and well-directed. These are the building blocks of our future personality. For example, a man who cultivates the habit of speaking usefully and modestly, will certainly become a popular figure in due course.

If we look around, we come across at least a few successful persons in various spheres of human activity. What could be the secret of their success? Right thinking, right speech and right action.

By all means, one should learn to think properly, to talk meaningfully and to work systematically. Unless one strives hard to learn these things, one can never aspire for a bright future.

There are people who show their hands to a roadside palmist to know their future. It would be better for them to use their hands and heads more usefully because the best way to predict the future is to create it.

Good company is an another important requisite for shaping our destiny. If one comes in contact with the wrong type of people, one begins to associate with wrong things.

All one’s hopes for a bright future will crumble because one’s thoughts, words and deeds will become perverted. Anyone desirous of enjoying a glorious future should find someone reliable and experienced for guidance.

Hiranmayi
Grade X

The last 5 years of my life at Sloka are the most indelible memories I will never forget. On my first day at school, I was very excited and couldn’t sleep thinking that my journey is going to start. I was also nervous about what would happen.

When I reached school, I had a good feeling. I became friends with many people. I was so excited that I didn’t drink water the whole day. Thus began my journey with a school, which was unique in its methods, dress code, teaching etc.

We displayed our mischievous behaviour with our Flute Sir and our unenthusiastic response towards dance and the Dance Sir. However, we had fun classes with Goutham sir and showed disciplined behaviour in Kalpana teacher’s class.

Our ground plays a major part in my life as I spent every single working day playing for at least a few minutes whether football, cricket or games class, sometimes even in free periods. Nowadays, I crave for Chinese food on Thursdays even at home.

Even though I know I have to pass school and go out to face the real world, I will never forget the contributions of all my teachers and friends towards my future. I would like to specially thank Padmaja Teacher for making me who I am today and what I will be tomorrow.

I know this is kind of long but last few words.
Though I fight with all my friends, I cannot pass a day without them. I would like to thank some of my special friends – Pari, Abhi, Kalyan, Rishi, Rishikesh, Hartaj, Mitali, Gouraavi, Riha, Tanya, Neela, Malvika, Revanth, Advait, Praati, Hiranmayi, Adesh, Padmaja Teacher, Mahesh Sir, Nagu Sir, Leena Teacher, Goutham Sir, Kalpana Teacher, Jyotsna Teacher, Manorama Teacher and last but not at least – Sloka – because “Sloka is the best school in the world”.

Siraj
Grade X

THE TIME TRAVELLER

“Beep! Beep! Beep! Beep!” I shut off the stupid alarm clock and get out of bed. I start brushing my teeth and head over to the Saturday calendar. A look out of the window tells me that it’s a good day to be outside.

Which it will be… after I finish playing my new video game. Before I can start playing the game, I hear a huge noise outside. Like a heavy object falling down. May be a helicopter crash or something?

I rush outside and I see a strange-looking machine – and an even stranger-looking person or thing. Well over 6-feet tall with rainbow-coloured skin, it has face like a box, with 3 eyes – one blue, another red and the last green.

This being has one leg, which splits into 4 towards the bottom. With two hands, it’s vaguely humanoid in looks, but is still pretty terrifying.

As I am debating over whether to run or attack, it surprises me by coming over. It starts a conversation in a robotic-computerized voice: “Hello! How Are You? What year is this?” I am in shock. Thankfully, it understands that – either from my expression or my lack of a response.

“I am Tom, a futuristic interbreed of an Earthling and a Black Nebulite. I am from the future and mean no harm to you. I come in peace.” With that it tries to make a peace sign with its long, Flexy Fingers.

I burst out laughing. And so does Tom. “So why are you here?” I ask casually. “I came back to study ancient human civilizations. So I can complete my boring history project. I need an interview from a past being,” he says.

“And here I thought that I had a lot of home work, but Tom… I can’t even compare what my projects with yours,” I reply weakly.

A sound comes from Tom’s gadget in his hand. “Oh, Oh! I caused a ripple in time, I mean I changed something from the past by accident. So I have to go to fix it. I am sorry. I will meet you afterwards. And please, don’t tell anyone about me.”

Before I can reply, I see a swirling blur of colours as the whole world disappears. I quickly shout out: “Tom! Can you give me today’s lottery ticket number?”

“Beep! Beep! Beep! Beep!” I shut off the alarm clock and leap out of bed. Sadly Tom and his time travelling spaceship is nowhere to be seen. Maybe that was all just a dream. Then, I noticed a small silicon sheet of paper. On it was scrolling the numbers: “8732556109. I will meet you again in two days time.

Until then,
Your Friend/Great Grandson
TOM"

So maybe it wasn’t a dream.

Abhiram
Grade X

HEAL THE EARTH

Do we sometimes wonder why the weather is becoming so hot? It is not just the heat but also the cold and the rains that are going into extremes. What could be the cause of this extreme weather? And what does this extreme weather indicate?

Our dear earth is suffering for the luxuries of our lives. As man develops things that help

mankind develop, he forgets to make sure that the earth is also developing. As a result, the Earth is degrading as rapidly as mankind is developing.

Our exploitation of resources and excessive pollution has turned the lush green earth into a sorry grey. The damage that has already been caused to the earth can not be repaired completely. The least we can do is to stop causing more damage to the earth.

If each one of us takes up the responsibility of doing our part in saving the earth, we can make the planet a better place to live in. It is amazing how nature balances itself when man does not interfere with it. The best thing to do is to stop causing pollution and grow more and more trees every day.

Trees help to maintain the balance of nature. Unfortunately, most people today are only cutting down trees and not growing them.

Nature has replied to man with tremendous anger for not respecting it. In the recent years, there were so many natural calamities—cyclones, floods, earthquakes, land slides, tornadoes. They have taken the lives of thousands of people. There was nothing that man could do to prevent it.

What should we do to reverse this degradation? There are many things that we can do. We can begin by conserving resources like water and electricity, reducing pollution by using public transport or car-pooling systems, grow more trees, avoid the use of plastic and spread awareness of the importance of saving the earth.

The future generation will blame us for destroying the earth. We should all hold hands and do our best to save the earth.

Tanya

Grade X

These were the days when we walked on our tippy toes,
And lived in the world of fairies, without any foes.
We jumped and danced around the garden all day long,
To find an elf who could tell us a story and sing us a song.
Laughter and happiness were the only things we knew,
Times of sorrow and dissatisfaction were very few.
We fought with our best friends, only to run back to them the very next minute,
Because we knew that life would be boring without them in it.
Looking at our seniors, made us want to grow older,
But little did we know that responsibilities were waiting to be shouldered.
But today, as at our past we gaze,
We realize that those were the best yesterdays.

GRADE II

Grade 2 was when math was strengthened,
As if our little brains were not already lengthened.
We sang Bhajans by Meera Bai
And recited poems with our emotions running high.
Addition added happiness to our lives,
While subtraction removed dreaminess from our minds
Multiplication encouraged us to buy candy,
And division taught us to share it without being stingy.
Knitting was very confusing,
But the product turned out to be amusing.
Those memories we now cherish,
As now everything seems so devilish.

GRADE III
From home to school every day,
We were always excited to come and play.
Playing with soft sand and building blocks,
The time seemed to be running too fast for clocks.
We measured the class and measured the ground.
We measured areas that no one had found.
Our measurement was the king’s golden foot
And our hand span that wasn’t too good.
Oh! We were always making mischief
But our teacher kept her cool and didn’t jump off a cliff.
We would scream and shout and cry,
And always believed we could fly.
We ran, laughed and sang,
But believe me, it was never tiring.

GRADE IV
Everyone is so short and small,
They’ve just learned how to run, but try not to fall,
They always just want to play,
Though they do their work every day.
And when the bazaar comes along,
All their duties, they perform,
For fractions, once they get the hang of it,
They don’t let go and throw a fit,
So hard to control sometimes,
They grow up before your eyes.

GRADE V
The time we learn Greek history
It seems a mystery.
We get ready for the Olympics
There are four teams to pick,
We play with other fifth graders.
We find it a piece of cake later.
We run for 100m and long jump,
Then we relax with a thump.
Spartans the most powerful,
And Athenians the most lovable.
Crete is Yellow, Green is Athens, Ithaca is
Blue and Sparta is Red
After the Olympics we go to bed.

GRADE VI
Once upon a time,
We learned a rhyme
Of a dime
And in time.
But, when we reached sixth,
We all became fit
And ready to sit.
With a whip
We were taught to stand on our legs.
If we did, we became bricks,
And tried to irritate with our tricks
We were taught about stars,
Which became ours;
We dreamt about reaching them,
We couldn’t reach as they were far.
We were given sacks
The ones kept on racks.
We were taught to juggle,
Which made us giggle.
As we passed sixth
We became fit.
We started to think.
Like the queens and kings.

GRADE VII
This was the time when exploration began, it was a mystery:
When we learnt about the whole world’s history
We lay down and gazed upon the stars,
during the winter:
Cassiopeia, Orion and Big Dipper.
Upon thy things, we enter the world of Harry Potter, a hero:
Expelliarmus, Stupefy, Expecto Patronum and Crucio.
Then we were introduced to the functions of the human body:
And all the reactions that took place were very naughty.
Digestive system, Respiratory System and Circulatory system.
We enjoyed it a lot and then we shifted to the next class, in a new rhythm.

GRADE VIII
Sanguine, Choleric, Phlegmatic, Melancholic and Phlegmatic
These emotions are very automatic
So they were very easy to depict
Even though at first we were very skeptic.
They made our play, the best of the day
And I must say; we did it in an awesome way
Eighth grade was also about revolutions,
The path we took for democracy’s evolution
Through the common man’s aggression
And his need to save the nation.
We passed this grade with exultation.

GRADE IX
The scare of CBSE finals looming at year’s end,
We had our slippery sanity to defend.
But there were some really fun times too!
Like developing our personalities with a unique hue.
Growing older, we got some new responsibilities to bear;
Like learning how to handle life with meticulous care.
Nagging suspicions and ill thoughts jabbing our backs
In the end we found the right tracks.
Ninth grade was a crazy rollercoaster ride,
Now I look back to it with egregious pride.

GRADE X
From callow minds to an experienced past,
Those 10 years of teaching and abstract thinking will always last,
The survey scenery to the pool scene,
Those physical workouts made us somewhat lean.
And all the peaceful, quiet evenings are cherishable,
Because it was then our bonding became memorable.
As the exams near our mind fears,
And our mental stability temporarily disappears.
So here we are, standing in front of you
And because of SLOKA, we’re ready to start another life, anew
1 & 2 Grade 1 Rubies
3 & 4 Grade 1 Pearls
5 & 6 Grade 2 Banyan
7 & 8 Grade 2 Peepal
1 & 2 Grade 3
3 & 4 Grade 4
5 & 6 Grade 5
7 & 8 Grade 6
1 & 2 Grade 7
3 Grade 8
4 Grade 10
5 & 6 Grade 9

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