

GMS NEWSLETTER

DECEMBER 1, 2020

EDITION # 11



From the Principal's Desk



The most accurate predictor of student success and academic achievement is the extent to which families encourage learning at home, and involve themselves in their child's education. Parent involvement makes the biggest difference to a child's learning. Sadly, parent involvement tends to peak while children are in the early years of school, and begins to decrease once they enter middle school. And yet, the involvement of parents with children in the Middle and Senior School is just as important as it always was – perhaps even more so!

When parents and teachers work together to establish a thriving classroom, the effect on the students is profound. Students with engaged parents don't just have high academic scores: their attendance, self-esteem, and co-curricular success rates rise too.

Parent-teacher relationships are key to helping students on a personal and classroom level reach their academic potential. This is the main purpose behind our **Quality Assurance Programme** and monthly **PULSE** calls. Our teachers spend time with every parent to offer regular updates, insights and gather feedback. Most parents would love a deeper insight into their child's school life, but they notoriously get stuck on questions to ask, other than "How was school today?" The teachers can help by recommending open-ended questions or "wh" questions: why, what, who or where questions will help them motivate their child to go beyond dry facts and think more deeply. Instead of asking: "Did you like your class today?" try asking: "What was your favourite part of your class? What was the most interesting/ the hardest task today?"

Studies have shown that parents talking to their children about school and school activities at home, has a greater impact on learning than monitoring homework, being home after school or limiting screen time. As students get older, the impact parents can have on their child's academic achievement declines. Parents cannot teach their children everything they need to know (and the same goes for school), but the habits they encourage at an early age, have long-lasting benefits, through to high school. There is no need for you to 'teach' your children; while teachers focus on teaching the content, you can assist by helping your child develop a sense of personal competence, encouraging persistence, showing them how to plan and manage their time, handle distractions, and ask for help when they need it.

I would like to remind parents that our open door policy means that should you have questions or concerns about your child, or if you would like to discuss any aspects of your child's learning, you can arrange a time to speak with the Class Teacher at any time throughout the year. The School Counsellors, Special Educators, Supervisors, Headmistress and I look forward to opportunities to speak with you.

The 20-member strong Parent Forum under the capable leadership of the President, Ms. Suguna Balakrishnan and the Secretary, Mr. Prakash Goindarao is very active one. It has grown to include 13 satellite forums that work congruently to facilitate communication between parents and the

School, and partner with the school to organize events and activities. It offers members the opportunity to be more involved with what the school is doing, and be consulted on school policy. If you would like to be a member of this 100% voluntary forum, please do inform your child's Supervisor.

In the last two weeks, the Parent Forum has conducted two very well received events for our parent community: The GMS Parents Virtual Sports held on Saturday, December 5, 2020 and the GMS Family Cultural Fest held on Saturday, December 12, 2020. I thank you most sincerely for your overwhelming participation and it is with great happiness that I announce the names of the winners. Warmest congratulations - We look forward to felicitating you at the Awards Ceremony in January 2021!!

GMS FAMILY VIRTUAL SPORTS - 2020 WOMEN RESULTS					
SL.NO	NAME OF THE PARENT (FULL NAME)	EVENT	CATEGORY	TIME	POSITION
1	SAPNA SHARMA	PLANK	KINDERGARTEN	6:12	FIRST
2	MARYAM RAHAT	PLANK	KINDERGARTEN	3:44	SECOND
3	RENIRA LOBO	PLANK	KINDERGARTEN	1:53	THIRD
1	ANJANA SRINIVAS	PLANK	PRIMARY	2:54	FIRST
2	SAHIFA KHANAM	PLANK	PRIMARY	2:40	SECOND
3	TANIA PEREIRA	PLANK	PRIMARY	2:23	THIRD
1	ANFIA SIRAJ	PLANK	SENIOR	5:32	FIRST
2	ROOPA VIJAYKUMAR MALI	PLANK	SENIOR	2:09	SECOND
3	JAMUNA VENKATARAMAN	PLANK	SENIOR	1:48	THIRD
1	SAUMYA SANIL	ROPE SKIPPING	KINDERGARTEN	142	FIRST
1	SUBASREE RAMKUMAR	ROPE SKIPPING	PRIMARY	100	FIRST
2	INDERJEET KAUR	ROPE SKIPPING	PRIMARY	98	SECOND
3	BOOMA VINOTH KHUMAR	ROPE SKIPPING	PRIMARY	92	THIRD
1	DURGA CHANDRASEKARAN	ROPE SKIPPING	SENIOR	136	FIRST
2	ROOPA VIJAYKUMAR MALI	ROPE SKIPPING	SENIOR	124	SECOND
3	SHUMAEEL FATMA	ROPE SKIPPING	SENIOR	123	THIRD
1	RENIRA LOBO	TREE POSE	KINDERGARTEN	10.57.54	FIRST
2	PRIYANKA ROSHAN GOSAVI	TREE POSE	KINDERGARTEN	05.52.19	SECOND
3	SAPNA SHARMA	TREE POSE	KINDERGARTEN	05.25.58	THIRD
1	ANJANA SRINIVAS	TREE POSE	PRIMARY	21.03.67	FIRST
2	PADMASHREE SHREYAS	TREE POSE	PRIMARY	13.01.83	SECOND
3	SUBASREE RAMKUMAR	TREE POSE	PRIMARY	07.37.57	THIRD
1	SUMI VALENTINE	TREE POSE	SENIOR	05.43.61	FIRST
2	DURGA CHANDRASEKARAN	TREE POSE	SENIOR	01.27.20	SECOND
3	JAMUNA VENKATARAMAN	TREE POSE	SENIOR	01.07.27	THIRD
1	ANJANA SRINIVAS	PENTATHALON WOMEN		211	FIRST
2	NILOFER BAKSHI	PENTATHALON WOMEN		190	SECOND
3	INDERJEET KAUR	PENTATHALON WOMEN		184	THIRD
GMS FAMILY VIRTUAL SPORTS - 2020 MEN RESULTS					
SL.NO	NAME OF THE PARENT (FULL NAME)	EVENT	CATEGORY	TIME	POSITION
1	ROSHAN SUBHASHGIR GOSAVI	PUSH UP	KINDERGARTEN	18	FIRST
1	SUJITH	PUSH UP	PRIMARY	44	FIRST
2	CHANDRASEKAR SUNDARRAJ	PUSH UP	PRIMARY	37	SECOND
3	NETHAJI RAJENDRAN	PUSH UP	PRIMARY	36	THIRD
1	Thanheer Thaha	PUSH UP	SENIOR	33	FIRST
2	Balakrishnan Raju	PUSH UP	SENIOR	24	SECOND
3	Sandeep Kumar	PUSH UP	SENIOR	21	THIRD
1	Amit Chavan	ROPE SKIPPING	KINDERGARTEN	113	FIRST
1	Sanjay Sherkar	ROPE SKIPPING	PRIMARY	102	FIRST
2	PRAKASH GOVINDARAO	ROPE SKIPPING	PRIMARY	100	SECOND
3	Vinoth Khumar Rathnagopalan	ROPE SKIPPING	PRIMARY	99	THIRD

1	CHANDRASEKARAN .S	ROPE SKIPPING	SENIOR	71	FIRST
1	AMIT CHAVAN	TREE POSE	KINDERGARTEN	6.18.05	FIRST
2	ROSHAN SUBHASHGIR GOSAVI	TREE POSE	KINDERGARTEN	5.13.91	SECOND
1	VINOTH KHUMAR RATHNAGOPALAN	TREE POSE	PRIMARY	9.15.08	FIRST
2	JUSTIN PHILIP	TREE POSE	PRIMARY	6.31.41	SECOND
3	NETHAJI RAJENDRAN	TREE POSE	PRIMARY	6.00.41	THIRD
1	NAUSHAD KHAN	TREE POSE	SENIOR	12.38.55	FIRST
2	THANHEER THAHA	TREE POSE	SENIOR	8.20.78	SECOND
3	BALAKRISHNAN RAJU	TREE POSE	SENIOR	6.18.20	THIRD
1	JUSTIN PHILIP	PENTATHALON MEN		218	FIRST
2	VINOTH KHUMAR RATHNAGOPALAN	PENTATHALON MEN		204	SECOND
3	CHANDRASEKAR SUNDARRAJ	PENTATHALON MEN		196	THIRD

GMS FAMILY CULTURAL FEST- INDIAN VOCAL (DECEMBER, 2020)

Sr. No.	Name of Participant	Class / Sec	Description of Performance	JUDGE 1	JUDGE 2	JUDGE 3	Total Points	Rank
1	Urvashi Mathpal	Grade 1	Indian	20.5	21.5	20.5	62.5	First
2	Akhila Dilip	KG 1	Indian	19	20	17	56	Second
3	Sreekumar Sadasivan	Grade 2	Indian	17.5	20	16	53.5	Third
4	Nimitha Sreejith	KG 2	Indian	16.5	17.5	16.5	50.5	Fourth

GMS FAMILY CULTURAL FEST- WESTERN VOCAL (DECEMBER, 2020)

Sr. No.	Name of Participant	Class / Sec	Description of Performance	JUDGE 1	JUDGE 2	JUDGE 3	Total Points	Rank
1	Julie Philip	Grade 1	Western	19.1	20	17.5	56.6	First
2	Karenina Naushad Khan	Grades 3,7&8	Western	19.8	17	19	55.8	Second

GMS FAMILY CULTURAL FEST - DANCE - FUSION / INDIAN / WESTERN (DECEMBER, 2020)

Sr. No.	Name of Participant	Class / Sec	Description of Performance	JUDGE 1	JUDGE 2	JUDGE 3	Total Points	Rank
FUSION								
1	Manoj Percy Lionel	Grade 6	Fusion	25	19.5	20	64.5	First
2	Chuhitha Dilip	KG 2	Fusion	21	17	16.5	54.5	Second
INDIAN								
4	Nisha.K.V	Grade 6	Indian	25	20.5	20.5	66	First
5	Rashmi Ganesh Kanchan	KG 1	Indian	23.5	17	16	56.5	Second

We are on a mission. We are determined to making the GEMS Millennium School, Sharjah experience the very best for our students, parents, staff and larger community. We personally invite you to be our partners. We are better together!



INTER - SCHOOL GAMES OF SKILL AND STRENGTH



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INTER SCHOOL GAMES OF SKILL AND STRENGTH -2020 RESULTS

The Following 14 schools participated in the Inter School Games of Skill and Strength organized by Delhi Private School, Dubai on Thursday, November 12, 2020.

- 1 DELHI PRIVATE SCHOOL, DUBAI
- 2 DELHI PRIVATE SCHOOL, SHARJAH
- 3 THE WINCHESTER SCHOOL JEBEL ALI
- 4 ABU DHABI INDIAN SCHOOL, ABU DHABI
- 5 GEMS MODERN ACADEMY, DUBAI
- 6 THE MILLENNIUM SCHOOL, DUBAI
- 7 OUR OWN ENGLISH HIGH SCHOOL, SHARJAH GIRLS
- 8 OUR OWN ALWARQA'A
- 9 GEMS NEW MILLENNIUM SCHOOL AL KHAIL
- 10 THE CENTRAL SCHOOL, DUBAI
- 11 SUNRISE ENGLISH PRIVATE SCHOOL, ABU DHABI
- 12 JSS INTERNATIONAL SCHOOL, DUBAI
- 13 CRENDENCE SCHOOL, DUBAI
- 14 GEMS MILLENNIUM SCHOOL, SHARJAH

26 Students from our school competed in the Virtual Inter School Games and 14 students have won prizes. The following students are the Prize winners.

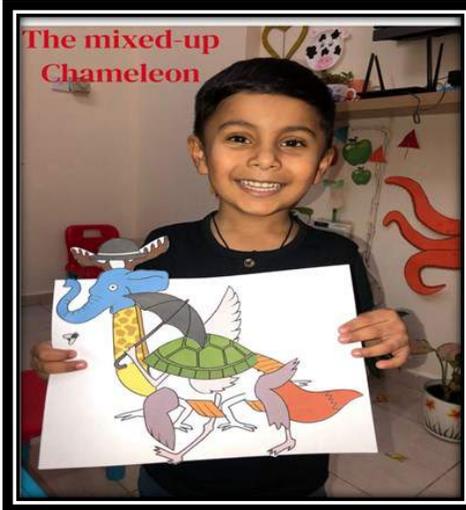
SL.NO	NAME OF THE STUDENT	GRADE	CATEGORY	Event	POSITION
1	SRINATH SHANMUGAM	6B2	UNDER - 12 BOYS	PING PONG RALLY	GOLD
2	OLIN JEREMIAH PIERSON	10B1	UNDER - 15 BOYS	PING PONG RALLY	GOLD
3	MOHAMMED AYAAN FARAAZ	5B	UNDER - 12 BOYS	LONG JUMP	GOLD
4	NOEL CHERIAN JACOB	6B	UNDER - 12 GIRLS	BADMINTON WALL RALLY	GOLD
5	SREYA BINESH	7G2	UNDER - 15 GIRLS	BADMINTON WALL RALLY	GOLD
6	ARJUN RAJESH NAIR	6B1	UNDER - 12 BOYS	SURYA NAMASKAR	GOLD
7	ABDUR RAHMAN SIRAJ	8B	UNDER - 15 BOYS	HIGH JUMP	SILVER
8	TAHANI SIRAJ	7G	UNDER - 15 GIRLS	HIGH JUMP	SILVER
9	PRAGATHI DAMODARAN	8G	UNDER - 15 GIRLS	HULLA HOOPS	SILVER
10	DEVANSHI LAXMAN RAMCHANDANI	7G2	UNDER - 15 GIRLS	SURYA NAMASKAR	SILVER
11	AFRAH AREFATH	5G	UNDER - 12 GIRLS	CHESS	BRONZE
12	HANSIKA REDDY AKKIREDDY	8G1	UNDER - 15 GIRLS	PING PONG RALLY	BRONZE
13	HANYA SHAMEER	7G	UNDER - 15 GIRLS	LONG JUMP	BRONZE
14	ADITHI BIJUMON	5G	UNDER - 12 BOYS	BADMINTON WALL RALLY	BRONZE

Congratulations!

RLP ACTIVITIES - KINDERGARTEN

DECEMBER 1, 2020

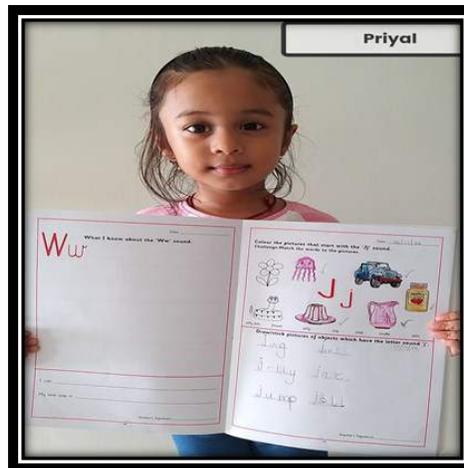
EDITION # 11



CIRCLE TIME ACTIVITY –THE MIXED UP CHAMELEON



SIGHT WORDS



LITERACY—LETTER 'j'



NUMERACY—ABC PATTERN



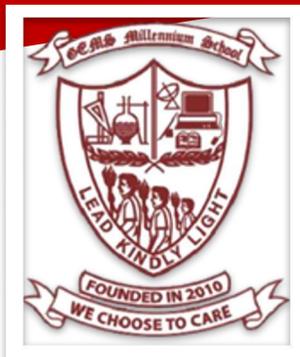
EVS— ANIMALS & THEIR



P.E. CLASS

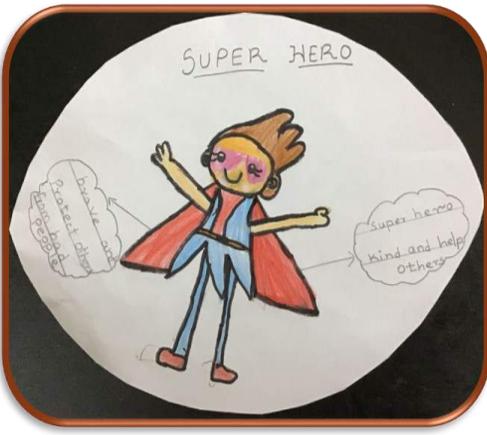


LIFEBUOY WORK-SHOP



RLP ACTIVITIES - KINDERGARTEN

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HELPING HANDS



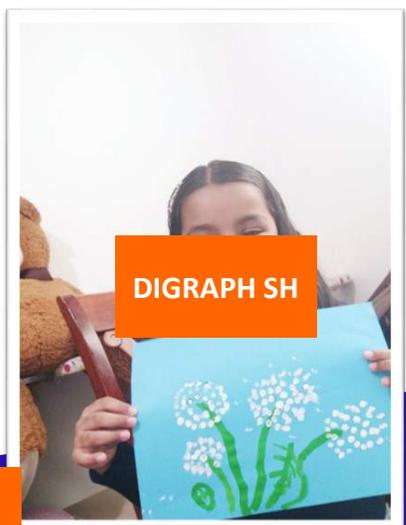
HOW THE CAMEL GOT HIS HUMP



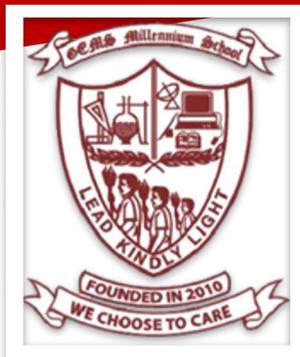
MATH : 3 D SHAPES



ART



DIGRAPH SH



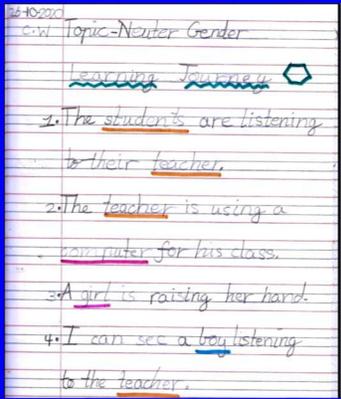
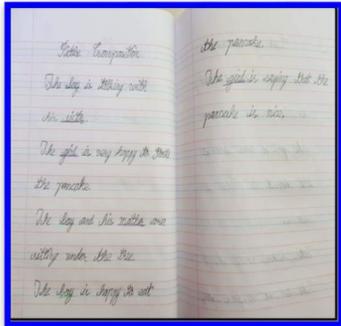
RLP ACTIVITIES - PRIMARY

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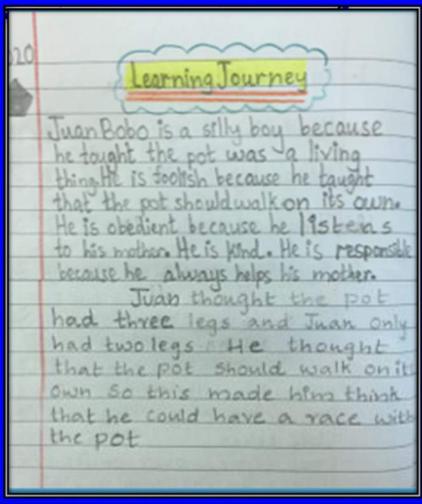
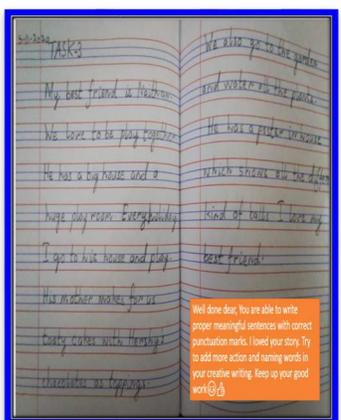
MORNING MINDFULNESS

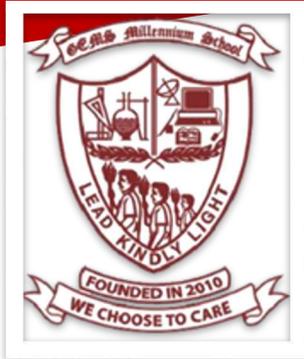


NOUN GENDER



MY BEST FRIEND





RLP ACTIVITIES - PRIMARY

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CALENDAR

November 2020

Task 1
Q. Who's missing in the given following:
 • MONDAY
 • TUESDAY
 • WEDNESDAY
 • THURSDAY
 • FRIDAY
 • SATURDAY

Task 2
Q. Look at the picture given below, write the activities done on the days as appropriate:
 Sunday Monday Thursday Friday
 > James goes to swim on **Monday**
 > Ratan plays football on **Thursday**
 > Jita plays the violin on **Sunday**
 > Scott and Maria play in the park on **Friday**

Task 3
Q. Solve the word problems:
 a. Michael works at a coffee shop. He takes a day off on every fourth day of the week starting from Monday. On which day does he take off?
 Thursday

USE THE CALENDAR AND ANSWER THE FOLLOWING QUESTIONS GIVEN BELOW:
 How many days are there in the month of November? **30 days**
 How many days of the week is November? **Friday**
 How many Tuesdays are there in November? **4 Tuesdays**
 How many weekends are there in November? **4 weekends = 8 days**
 What is the date of the third Saturday in the month?
NOVEMBER 21st - 28th - 2020

9-11-2020 **CALENDAR - DECEMBER**

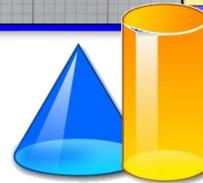
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3D SHAPES

3D SHAPES

Well done Jyotsna! You have understood the properties of 3-D shapes well. You have also related the 3-D shapes to real life examples. FANTASTIC!

Ramganesha - 2 B



Shapes and patterns
 What are 3-D shapes?
 3-D shapes - They are solid shapes. They have faces (sides), edges and vertices (corners).

Well done! Safwana Salim - 2 A

Short Division

Q. Solve using Short Division.

1. $3 \overline{) 21}$ $3 \times 3 = 9$ $3 \times 4 = 12$
 07 $3 \times 2 = 6$ $3 \times 5 = 15$
 $7 \times 3 = 21$ $3 \times 3 = 9$ $3 \times 6 = 18$
 $3 \times 7 = 21$ $3 \times 8 = 24$
 $3 \times 9 = 27$ $3 \times 10 = 30$

2. $5 \overline{) 55}$ $5 \times 1 = 5$ $5 \times 2 = 10$
 11 $5 \times 3 = 15$ $5 \times 4 = 20$
 $5 \times 1 = 55$ $5 \times 5 = 25$ $5 \times 6 = 30$
 $5 \times 7 = 35$ $5 \times 8 = 40$
 $5 \times 9 = 45$ $5 \times 10 = 50$ $5 \times 11 = 55$

Shapes and patterns

Face: A face is a 2D shape that makes up one surface of a 3D shape. The outer surface of a solid shape.

Vertex: A vertex is the point or corner of a solid shape.

Edge: An edge is where two faces meet.

Name of the 3-D shape	Attributes/ Properties	Real Life Example
Cube	6 faces 8 vertices 12 edges	Dice
Cuboid	6 faces 8 vertices 12 edges	pencil box
Cylinder	3 faces 0 vertices 2 edges	water bottle
Cone	2 faces 1 vertex 1 edge	Birth cap

Division

$9 \div 4 = 2$ $56 \div 7 =$

2-Division

$4 \overline{) 49}$
 $4 \times 1 = 4$
 -4
 0

$3 \overline{) 36}$
 $3 \times 1 = 3$
 -3
 0

$4 \overline{) 56}$
 $4 \times 1 = 4$
 -4
 16
 $4 \times 4 = 16$
 -16
 0

$2 \overline{) 96}$
 $2 \times 4 = 8$
 -8
 16
 $2 \times 8 = 16$
 -16
 0

Short Division

Q. Find the quotient using short division

meth: a:

a) $3 \overline{) 327}$ $3 \times 1 = 3$ $3 \times 6 = 18$
 09 $3 \times 2 = 6$ $3 \times 7 = 21$
 27 $3 \times 3 = 9$ $3 \times 8 = 24$
 $3 \times 4 = 12$ $3 \times 9 = 27$
 $3 \times 5 = 15$ $3 \times 10 = 30$

b) $6 \overline{) 676}$ $6 \times 1 = 6$ $6 \times 6 = 36$
 05 $6 \times 2 = 12$ $6 \times 7 = 42$
 36 $6 \times 3 = 18$ $6 \times 8 = 48$
 $6 \times 4 = 24$ $6 \times 9 = 54$
 $6 \times 5 = 30$ $6 \times 10 = 60$

c) $2 \overline{) 64}$ $2 \times 3 = 6$
 32
 16
 16
 0

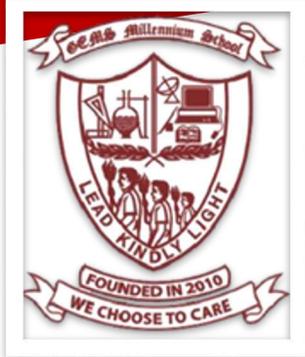
DIVISION

Long Division

a) $83 \div 9 = 9$ $9 \times 9 = 81$
 $336 \div 3 = 112$ $9 \times 2 = 18$
 $484 \div 4 = 121$ $8 \times 1 = 8$
 $96 \div 8 = 12$ $9 \times 3 = 27$
 $45 \div 2 = 22$ $3 \times 3 = 9$ $9 \times 5 = 45$

b) $2 \overline{) 65}$ $2 \times 3 = 6$ $2 \times 7 = 14$
 $8 \overline{) 96}$ $8 \times 1 = 8$ $8 \times 2 = 16$
 $4 \overline{) 84}$ $4 \times 2 = 8$ $4 \times 3 = 12$
 $6 \overline{) 64}$ $6 \times 1 = 6$ $6 \times 8 = 48$
 05 0
 00 0

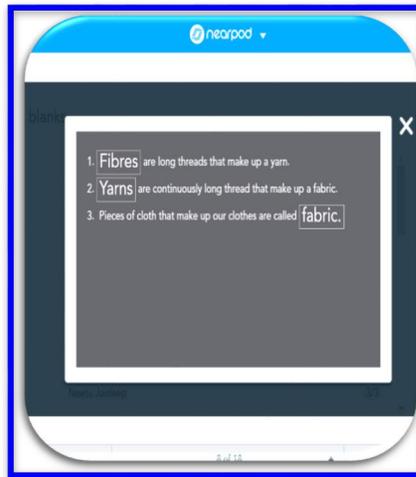
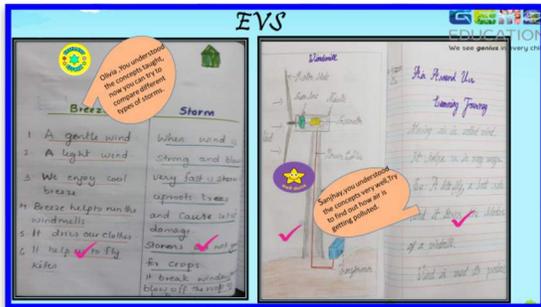
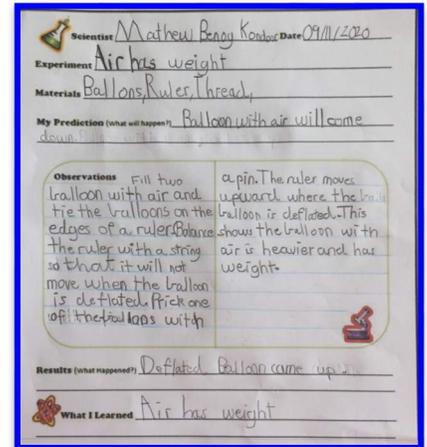
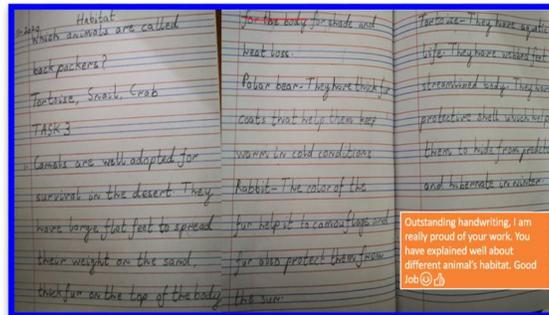
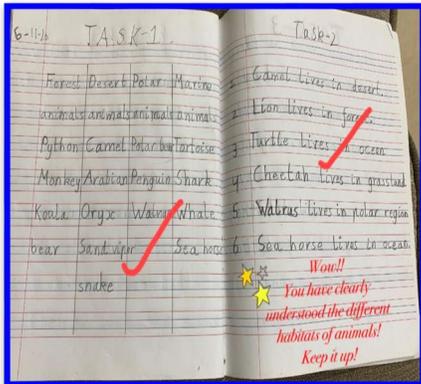
RLP ACTIVITIES - PRIMARY



DECEMBER 1, 2020

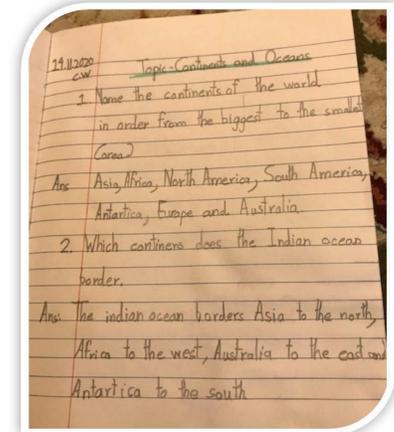
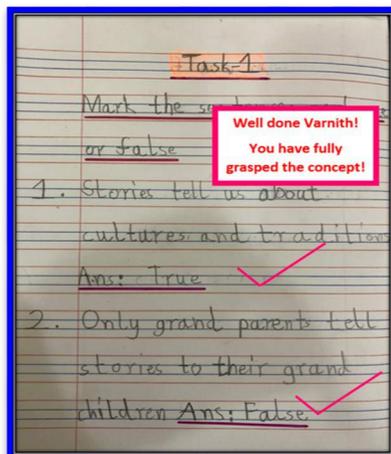
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HABITAT



MAP

CONTINENTS



RLP ACTIVITIES - PRIMARY

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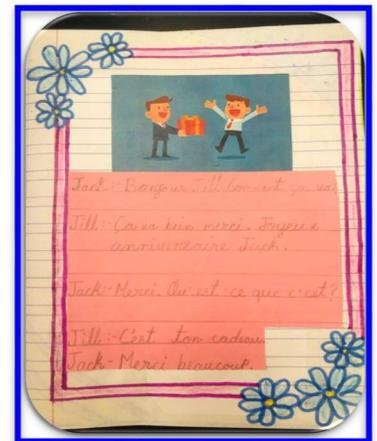
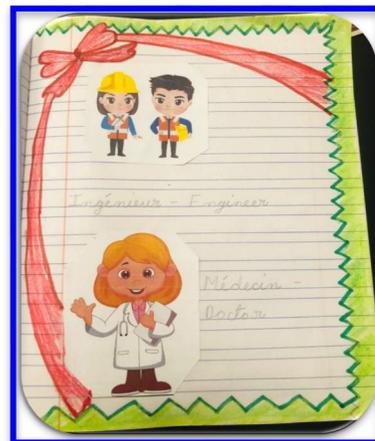
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DSF



FRENCH

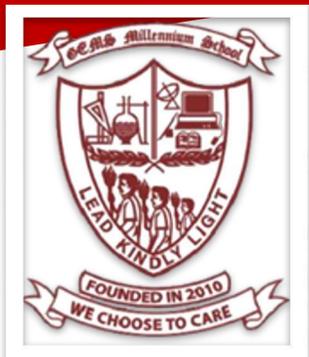


Can you write them in French?	Salutation words.
See you soon → A bientôt ✓	Faizaan → Bonjour Varnith
How are you → Comment ça va?	Varnith → Salut
Thank you → Merci	Faizaan → Coma Sava
See you tomorrow → A demain ✓	Varnith → Ça va bien, Merci
Good morning Sir → Bonjour	Faizaan → Ou habites-tu
Monsieur ✓	Varnith → J'habite à Sharjah

-10-2020

L'Objectif:
Apprendre les Pronoms Sujets

1. Je - I
2. Tu - You
3. Il - He
4. Elle - She
5. Nous - We
6. Vous - You (all)
7. Ils - They (Masculine)



RLP ACTIVITES - GRADES 5 & 6

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ENGLISH

Use the report of observations to defend someone

Tip 1: If possible, the story will together with a real or imaginary facts, or speak up for the best subjects, he will agree with the subject mentioned fact.

Example: The team with all friends was playing in the back garden. Hands, as well as his dog, were running. Christopher decided to find out what had happened.

Tip 2: Use a simple verb with adverbs, prepositions of time, some of prepositions when, consistent on verbs.

Example: Tom walks fast enough to make a star. He is often late to school.

Tip 3: The subject verb form is usually the main of the sentence at the end.

Example: Ellen has been late, it's not enough like the first time.

Tip 4: When any of five things, several, both, all, some, used with a countable noun, the verb is plural.

Example: Five were alive after the "Eagle of Hunter".

Tip 5: When any of five things, several, both, all, some, used with an uncountable noun, the verb is singular.

Example: Both of the collect was deadly.

Example: Both of the collect was deadly.

Example: Both of the collect was deadly.

Rule 10: When any of five things, several, both, all, some, used with an uncountable noun, the verb is singular.

Ex: There is only some water left.

All the ice on earth has melted. Only some ice is left.

Learning Journey:

Mathematics is a very important subject. Social studies is an interesting subject. What is on the news today? Brussels is the capital of Belgium. Sports is very important for physical and mental health. He is suffering from diabetes. Grade is my favourite game.

Tip 1: Use a simple verb with adverbs, prepositions of time, some of prepositions when, consistent on verbs.

Example: Tom walks fast enough to make a star. He is often late to school.

Tip 2: The subject verb form is usually the main of the sentence at the end.

Example: Ellen has been late, it's not enough like the first time.

Tip 3: When any of five things, several, both, all, some, used with a countable noun, the verb is plural.

Example: Five were alive after the "Eagle of Hunter".

Tip 4: When any of five things, several, both, all, some, used with an uncountable noun, the verb is singular.

Example: Both of the collect was deadly.

MATH

Test Paper Notes

Divisibility rule of 3:

→ Be even

→ Sum of digits multiple of 3

34#27#

3+4+2+7=16

16 ÷ 3 = 5 R 1

is the same number, rest even

#+#+# = 2x#

2x

10+(2x)

20+#+2+#+# = 3x

DAB Practice Test

A1] 34#21#

Divisible by 6 =

Divisible by 3 and 2

x, @, x, x

344014

A2]
$$\begin{array}{r} 3 \overline{) 1415} \\ \underline{9} \\ 51 \\ \underline{21} \\ 71 \\ \underline{6} \\ 11 \\ \underline{9} \\ 2 \end{array}$$
 H.C.F. = 1

A4]
$$\begin{array}{r} 2 \overline{) 34} \\ \underline{2} \\ 14 \\ \underline{14} \\ 0 \end{array}$$

Starter

$20 + 1 + 5 = 26$

$6 + 7 + 3 = 26$

$$\begin{array}{ccc} a & a & a \\ b & b & a \\ a & b & c \end{array} = 18$$

$$\begin{array}{ccc} a & a & a \\ b & b & a \\ a & b & c \end{array} = 22$$

$$\begin{array}{ccc} a & a & a \\ b & b & a \\ a & b & c \end{array} = 19$$

a = 6

b = 8

Test

1. $25 - 4x$

Twenty five decreased by four times y.

2. Take away the product of 15 and 7 from 60 = 15x

3. 15 less than the quotient of d and 5

$d \div 5 + 15$

4. Less than 6 times n

$6n - 1$

Find the sum of:

(a) 137 and -35x

Ans: -217 ✓

(b) -52 and 52

Ans: 0 ✓

(c) 212, 29 and 192

Ans: $(-312) + (-39) + (192)$
 $= (-312) + (231)$
 $= -81$ ✓

(d) -50, -200 and 300

Ans: $(300) + (-50) + (-200)$
 $= (300) + (-250)$
 $= 50$ ✓

1. $3x + 7 = 26$

Ans: $\Rightarrow 26 - 7 = 29$
 $\Rightarrow 3x = 29$
 $x = 29 \div 3 = 9 \frac{2}{3}$ ✓

2. Solve the following equation:

$3x + 9 + 4y = 7$

Ans: $\Rightarrow 7 + 9 = 4y + 7$
 $\Rightarrow 16 = 4y + 7$
 $\Rightarrow 16 - 7 = 4y$
 $\Rightarrow 9 = 4y$
 $\Rightarrow y = 9 \div 4 = 2 \frac{1}{4}$ ✓

3. Solve the following equation:

$4x + 5 = 20$

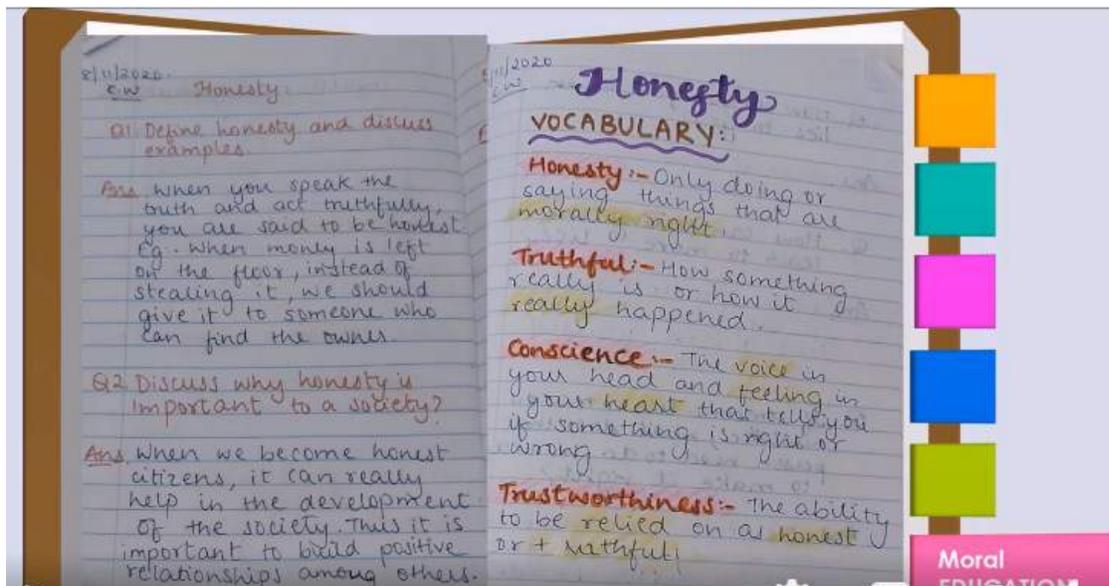
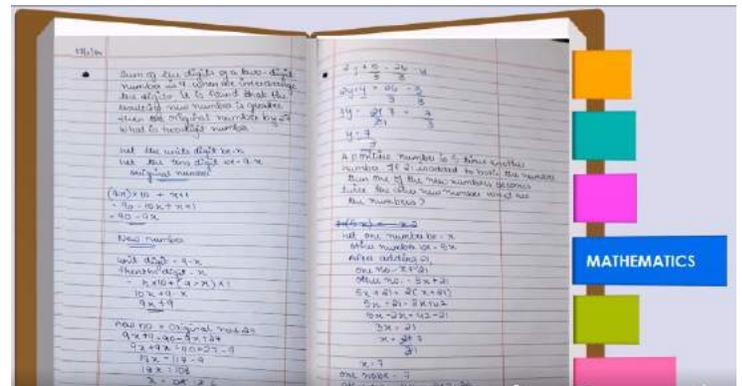
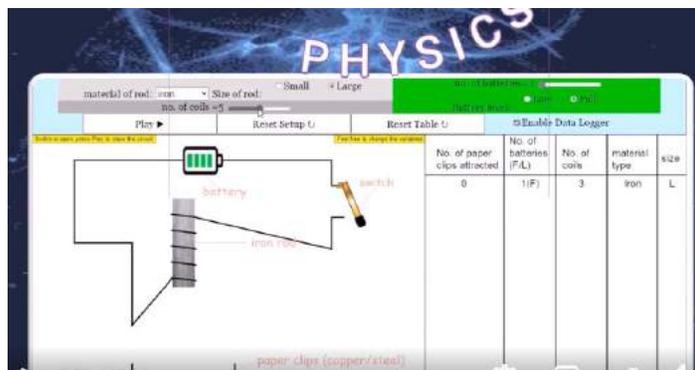
Ans: $\Rightarrow 20 - 5 = 15$
 $\Rightarrow 4x = 15$
 $\Rightarrow 15 \div 4 = 3 \frac{3}{4}$
 $\Rightarrow x = 3 \frac{3}{4}$ ✓

RLP ACTIVITIES - GRADES 7 & 8



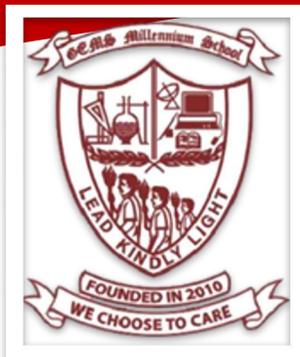
DECEMBER 1, 2020

EDITION # 11



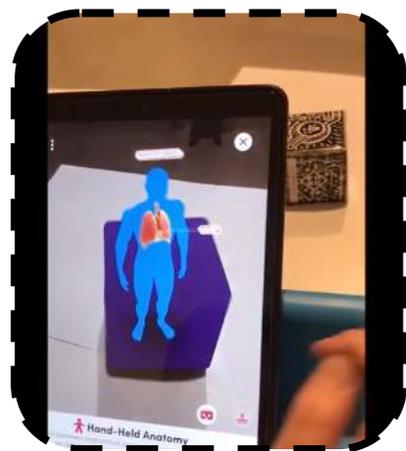
Moral EDUCATION

RLP ACTIVITES - GRADES 7 & 8



DECEMBER 1, 2020

EDITION # 11



<p>Esha Vendre - to sell J'ai vendu Tu as vendu Il/Elle a vendu Nous avons vendu Vous avez vendu Ils/Elles ont vendu</p>	<p>Michelle- Grossir Grossir - to get fat J'ai grossi Tu as grossi Il a grossi Elle a grossi Nous nous sommes grossis</p>	<p>Manya Perdre - to lose J'ai perdu Tu as perdu Il/Elle a perdu Nous avons perdu Vous avez perdu Ils/Elles ont perdu</p>	<p>Elizba Arshad Regarder - to watch J'ai regardé Tu as regardé Il/Elle a regardé</p>
---	--	--	--

MEANING OF QUR'ANIC vocabulary.

- 1) **البرق** - lightning
lightning bolts from the earth
- 2) **البرق** - rain
- 3) **البرق** - lightning
- 4) **البرق** - lightning
- 5) **البرق** - lightning
- 6) **البرق** - lightning
- 7) **البرق** - lightning

THE POWER OF ALLAH

This lesson teaches me how to use the power of Allah.

- 1) explain the meaning of Quranic vocabulary
- 2) explain the overall meaning of the lesson
- 3) Give evidence for the power and oneness of Allah (SWT)
- 4) explain what we get from the study of Allah (SWT)
- 5) use the terms properly by heart

Nandana
Stephen Hawking is an English author and physicist. He did research on black holes. He never spoke words.

Ananya
Stephen Hawking was a physicist and cosmologist.

Sana Shaji
Stephen Hawking is an English author and physicist. He did research on black holes. He never spoke words.

Muayyib
Stephen Hawking was an English theoretical physicist and author who was director of research at the Centre for Theoretical Cosmology at the University of Cambridge.

Tahira
Stephen Hawking was a theoretical physicist, cosmologist, and author. He had a disease which paralyzed him.

Haniya
Stephen Hawking was a physicist. He discovered the black hole.

Aarya
Stephen Hawking was an English author and physicist. He did research on black holes. He never spoke words.

Sifa
Stephen Hawking was a theoretical physicist who discovered that the black hole is not just a hole.

Go to www.mentimeter.com and use the code 4356820

Which one is higher pitched?

Which one is higher pitched?

A B

Press S to hide image

Mentimeter

11:36 / 17:33

RLP ACTIVITES - GRADES 9 & 10



DECEMBER 1, 2020

EDITION # 11

Volume of Cone Extension Task
Section - A

Volume = $\frac{1}{3} \pi r^2 h$
 $h = 150m$
 $r = 40m$
 $\frac{1}{3} \pi r^2 h = 270m^3$
 $\frac{1}{3} \times 22 \times 7 \times 40^2 \times 150 = 270m^3$
 $7^2 = \frac{27 \times 3 \times 7 \times 150}{22 \times 22}$
 $7^2 = 181$
 $7 = \sqrt{181}$
 $7 \approx 13.6m$

Section - B
 Learning Objectives
 (a) Find the capacity in litres of a conical vessel with radius 7cm and height 24cm. (Using $10m^3 = 1000$ litres)
 Sol: $r = 7cm$
 $h = 24cm$
 Volume = $\frac{1}{3} \pi r^2 h$
 $= \frac{1}{3} \times 22 \times 7 \times 24$
 $= 1232 cm^3 = 1232 \times \frac{1}{1000} = 1.232 l$

WHICH MUSICIAN POPULARIZED THE SHEHNAI?

1. Name: _____ Section: _____
 2. Which instrument was redesigned to create the Shehnai?
 (Shah)
 (Shah)
 (Shah)
 3. What is the meaning of the word 'shehnai'?

Participant Progress

Participant Name	Score	Time	Status
1. Anshuman Kumar	100%	00:00	Completed
2. Anshuman Kumar	100%	00:00	Completed
3. Anshuman Kumar	100%	00:00	Completed
4. Anshuman Kumar	100%	00:00	Completed
5. Anshuman Kumar	100%	00:00	Completed
6. Anshuman Kumar	100%	00:00	Completed
7. Anshuman Kumar	100%	00:00	Completed
8. Anshuman Kumar	100%	00:00	Completed
9. Anshuman Kumar	100%	00:00	Completed
10. Anshuman Kumar	100%	00:00	Completed

Group Leader

Group Leader	Score
1. Anshuman Kumar	100%
2. Anshuman Kumar	100%
3. Anshuman Kumar	100%
4. Anshuman Kumar	100%
5. Anshuman Kumar	100%

Congratulations!

92%

GROUP TASK TIMELINE OF UAE

1. Oil discovered - 1958

Fateen
 1. UAE was formed on December 2, 1971

History/Timeline of major events in UAE

Fateen
 2. Sharjah opens an airport which connects UAE to the outside world

सुभाष चण्डी है हाम्य (कविता)

कवि सुभाष चण्डी के बीच
 कवि सुभाष चण्डी के बीच

सुभाष चण्डी है हाम्य
 सुभाष चण्डी है हाम्य
 सुभाष चण्डी है हाम्य
 सुभाष चण्डी है हाम्य
 सुभाष चण्डी है हाम्य

Arabic books Top Readers

أحسن!

Mihik Manoj
 أنت قارئ متميز!

أحسن!

Brindy Satish
 أنت قارئ متميز!

أحسن!

Adara Qureshi
 أنت قارئ متميز!

أحسن!

Saachy Kanda
 أنت قارئ متميز!

961

Learn the 11th National Emblem

Learn about the emblem of the 11th National Emblem of India.

The emblem of the 11th National Emblem of India is the Ashoka Lion Capital.

The Ashoka Lion Capital is a monument of four Asiatic lions standing back to back on a high abacus.

The Ashoka Lion Capital is a symbol of the Indian state of Bihar.

The Ashoka Lion Capital is a symbol of the Indian state of Bihar.

The Ashoka Lion Capital is a symbol of the Indian state of Bihar.

RLP ACTIVITES - GRADES 9 & 10



DECEMBER 1, 2020

EDITION # 11

COLLABORATIVE BOARD

What do you know about UAE history?

- Abu Dhabi** is the largest emirate in the UAE.
- The UAE was founded on 2 December 1971 as a federation.
- The UAE consists of seven emirates and was founded on 2 December 1971 as a federation.
- UAE was formed in the year 1971. The UAE consists of seven emirates namely Sharjah, Dubai, Abu Dhabi, RAK, Umm al Qaiwain, Ajman.
- UAE is a federal monarchy and consists of 7 emirates.
- Six of the seven emirates (Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Qaiwain and Fujairah) combined on that date. The seventh, Ras al Khaimah, joined in 1972.
- Sheikh Zayed bin Sultan Al Nahyan was the first president of the country.
- Sheikh Zayed played a key role in unifying the seven emirates.
- UAE consists of seven emirates. It was founded in 2nd december 1971 before 1971 UAE was called tricial states.

RESEARCH WORK

MOST OF THE DEATHS OCCUR IN CHILDREN UNDER THE AGE OF 5 YEARS.

DENGUE IS THE MOST PREVALENT VIRAL INFECTION TRANSMITTED BY Aedes MOSQUITOES. MORE THAN 3.9 BILLION PEOPLE IN OVER 129 COUNTRIES ARE AT RISK OF CONTRACTING DENGUE, WITH AN ESTIMATED 96 MILLION SYMPTOMATIC CASES AND AN ESTIMATED 40,000 DEATHS EVERY YEAR.

FACTS

- VECTOR-BORNE DISEASES ACCOUNT FOR MORE THAN 17% OF ALL INFECTIOUS DISEASES, CAUSING MORE THAN 700 000 DEATHS ANNUALLY.**
- MALARIA IS A PARASITIC INFECTION TRANSMITTED BY ANOHELINAE MOSQUITOES. IT CAUSES AN ESTIMATED 219 MILLION CASES GLOBALLY, AND RESULTS IN MORE THAN 400,000 DEATHS EVERY YEAR.**

What is A Virus Exactly ???

- A virus is a submicroscopic infectious agent that replicates only inside the living cells of an organism. Viruses infect all types of life forms, from animals and plants to microorganisms, including bacteria and archaic.
- It is basically an infective agent that typically consists of a nucleic acid molecule in a protein coat, is too small to be seen by light microscopy, and is able to multiply only within the living cells of a host.
- Viruses do not contain a ribosome, so they cannot make proteins. This makes them totally dependent on their host. They are the only type of microorganism that cannot reproduce without a host cell.

Viruses In Our Daily Life

1. Question

76% of respondents (13 of 17) answered this question correctly.

More Details

A	2
B	0
C	2
D	13 ✓

STRUCTURE OF BACTERIA

- Bacteria are classified as prokaryotes, which are single-celled organisms with a simple internal structure that lacks a nucleus and contains DNA that floats around freely.
- Ribosomes are the spherical units in the bacterial cell where proteins are assembled.

AFL 16th NOV 2020 - Math 9 G1 - Volume of Cylinder--

November 16th 2020, 10:16 AM (3 days ago)

98% Accuracy 4 Questions 24 Participant Attempts

View quiz Flashcards Live Dashboard

Participants Questions Overview Topics

Sort by: Score Email all parents

Katelyn R. (Katelyn R.)	100% Accuracy	3890 Score	Email to Parent
Adara	100% Accuracy	3850 Score	Email to Parent

Class accuracy 98%

MASTERS

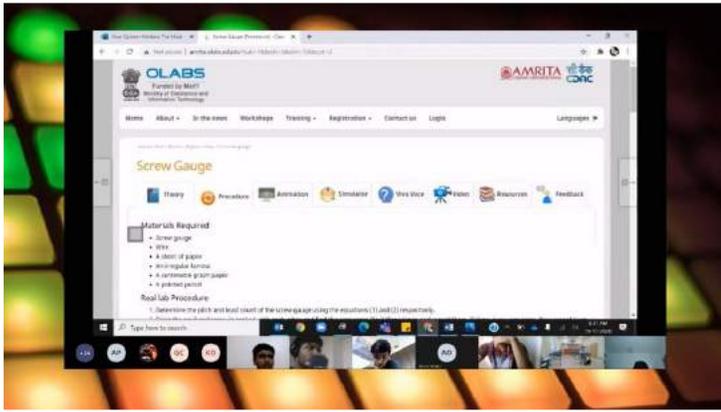
100%	100%	100%	100%	100%
tyasha	Adara	Vrinda Satish 961	fathima	Andria
100%	100%	100%	100%	100%
shreya	Katelyn R.	saachi	isabella	Kotlyn J.

RLP ACTIVITES - GRADES 11 & 12



DECEMBER 1, 2020

EDITION # 11



GROUP 2 :How do you differentiate constructive and destructive criticism in a workplace? Justify your answer with simple evidences from the text.

Neel
The difference between constructive and destructive criticism is a matter of how the critic is motivated by their critic. In a way, it is a matter of intent. A constructive critic is someone who is trying to help you improve, while a destructive critic is someone who is trying to hurt you.

Pratham
Constructive criticism is a form of communication that is used to help someone improve. It is a form of communication that is used to help someone improve. It is a form of communication that is used to help someone improve.

Anand
I suggest this statement because with a teacher who is strict, it will be difficult for the students to learn. The teacher will be strict and will not allow the students to learn. The teacher will be strict and will not allow the students to learn.

Anirudh
Constructive criticism is a form of communication that is used to help someone improve. It is a form of communication that is used to help someone improve. It is a form of communication that is used to help someone improve.

Aryan
I suggest this statement because with a teacher who is strict, it will be difficult for the students to learn. The teacher will be strict and will not allow the students to learn. The teacher will be strict and will not allow the students to learn.

Group 3: If a teacher is strict or not allow his pupils m, he becomes an object r criticism. But later on, he red and remembered. Do pport this statement? from your perspective.

Anushe
I suggest this statement because with a teacher who is strict, it will be difficult for the students to learn. The teacher will be strict and will not allow the students to learn. The teacher will be strict and will not allow the students to learn.

Karish
I suggest this statement because with a teacher who is strict, it will be difficult for the students to learn. The teacher will be strict and will not allow the students to learn. The teacher will be strict and will not allow the students to learn.

Anvik
I suggest this statement because with a teacher who is strict, it will be difficult for the students to learn. The teacher will be strict and will not allow the students to learn. The teacher will be strict and will not allow the students to learn.

Drawing a Circle:

Use the slider to choose the length of the string. Move the pin point to choose the focus. Then click the arrow or drag the pencil tip to draw the circle.

3

Clear Trace

3/11 Marks

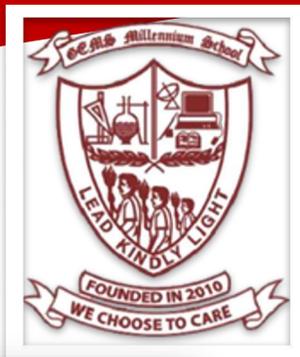
Trade Credit → It is the credit extended by one trader to another for the purchase of goods and services. It facilitates the purchase of goods and services (supplies) without immediate payment and is commonly used by business organizations as a source of short-term financing.

→ Trade credit appears in the records of the buyer as 'sundry creditors' or accounts payable. It is granted to those customers who have reasonable amount of financial standing and goodwill.

Bank Credit → Commercial banks provide funds for different purposes and for different time periods in forms of all sizes by way of cash credits, overdrafts, purchase / discounting of bills and issue of letters of credit. The rate of interest charged by banks depend on various factors such as the characteristics of the firm and the level of interest rates in the economy.

2) The advantages are -

- 1) Debentures are fixed charge funds and do not participate in the profits of the company.
- 2) Financing through debentures is less costly as compared to cost of equity capital as the interest payment on debentures is tax deductible.
- 3) Financing through debentures does not dilute control of shareholders on management as debentures



RLP ACTIVITES - GRADES 11 & 12

DECEMBER 1, 2020 EDITION # 11

write any three services provided by the retailers to the manufacturer

navishta

help is distribution of goods

navishta

play a key role in collecting market information

areeba

help in distribution of goods

tahani

1. Retailers give manufacturers or producers access to markets by offering them the opportunity to present their products to consumers. 2. The manufacturer and the wholesaler are relieved of making individual sales to consumers in small quantities.

SAKINA

HELPS IN THE DISTRIBUTION OF GOODS, COLLECTS THE MARKET INFORMATION LIKE THE PREFERENCES

jinisha

(i) Help in distribution of goods

jinisha

2) helps in promotion

Objective: To explore Dictionary Functions

How to find the max/min value in a dictionary in Python?
Finding the max value in a dictionary finds either the key associated with the maximum value or the value itself.

```

d={'a':1,'b':2,'c':3}
1 all_values=d.values()
2 max_value=max(all_values)
3 print(max_value)
    
```

RESTART: C: 3 >>> |

→ print(max(d.values()))

QUIZZZ 160 900

Rank	Name	Points
1	mohammed	1750
2	Ammar	1690
3	Arak	910
4	Pranav	900
5	argelis	890
6	...	40

rohaan

constructive criticism involves criticising the person in order to get them to do better in their work whereas destructive criticism is the opposite of constructive criticism which demotivates the person and ruins the reputation

GROUP C: If a teacher is strict and does not allow his pupils freedom, he becomes an object of their criticism. But later on, he is revered and remembered. Do you support this statement? Justify from your perspective.

Fahad

Yes I support this statement because during school the teacher might stop us from playing sports or participating in various types of competition and instead tell us to focus on our studies rather than doing all the other things and that is why during the school time we start hating that teacher but later when we see that because the teacher made us focus on the studies we actually got better marks and all our family members are happy, we start remembering that teacher and generate a lot of respect for him. The same way as Taglow likes Mr.Crocker Harris because he teaches nicely.

value of that in the future and hence instead of criticising, the teacher is remembered and is respected.

Anulome

A teachers motive is often misinterpreted by students, strict actions taken by teachers are very imperative for the future development of a student. Mr. harris crocker who was a man of principles always believed that it is important to be disciplined and punctual which is why he was misunderstood by a lot of people like Frank who had thought of Harris as sadist.

Karthik

Yes I support the statement. A teacher may be strict to his pupils but he is doing that ultimately for their own good. He might be hated by the students for that or even criticised or called names for it but when they see the results this discipline has brought them the pupils realise the importance of their teacher's behaviour towards themselves. Similarly in the story as well Mr Crocker Harris is very strict and students are afraid of the consequences that they would have to face if they dont obey him. This does not make him a 'Sadist'. This control of him over his pupils makes him subject to envy from from his colleagues

Ahmik

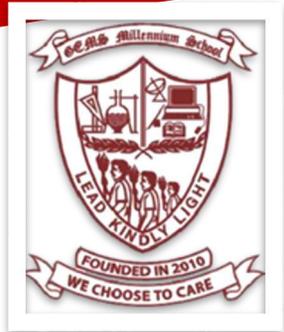
yes I support the statement as many a times children feel teacher are always taking away their freedom but after a few years they realise that it was for their own good in such a way Mr Crocker Harris was a disciplined and a punctual man wanted



PARENTING TIPS

DECEMBER 1, 2020

EDITION # 11



A National Anti-Bullying Week Special

By our Student Counsellor - Swathi Satheeshan



8

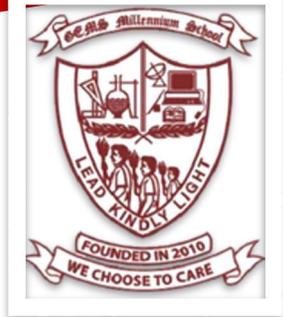
Things Parents Of Kind Children Do

- 1 Forges a connection with the child**
From the beginning, works to form a bond and attachment with the child. These could be simple gestures like snuggling with the child and spending valuable time – making time to connect. Also, **recognizes the child's needs and validates his/her feelings.**
- 2 Helps his or her child develop pro-social behaviours**
Accepting, helpful and cooperative behaviours improve a child's social interaction, relationship and acceptance among his or her peers. These parents help their children balance their own needs with the needs of others and recognize their positive efforts by saying, **"You were kind and helpful to your friend."**
- 3 Becomes a role model**
Such parents think, **'It's not only important what you say, but also what you do.'** They are a role model for their child, so they let them catch them doing something good for someone else – without any benefit to themselves.
- 4 Makes kindness a family affair**
When a known family member or friend falls on hard times, grown-ups know what to do. They pay a visit, send food, or pass the collection box. Get their kids involved in these projects. **Ask them what they liked to do to help out,** or suggest arranging the plates or holding games to bring a smile on the distressed faces.

PARENTING TIPS

DECEMBER 1, 2020

EDITION # 11



- 5 Shares the wealth**
Is the child's shelf is overflowing with books? ***Suggest to donate*** a box to the library or a local family/child shelter.
- 6 Observes & appreciates**
Such parents appreciate their child even when if the child points out a mistake that the parent did, ***by telling the child that they were thoughtful.***
- 7 Encourages connections with others**
Helps their child to forge a connection with others. ***Encourages the child to help*** a teacher or ask an elder how they are doing or asking them to share their wisdom and life experiences.
- 8 Avoids criticizing**
Yes, a child can get the wet towels off the floor faster, and pour the milk without spilling it, but if you take over (or critique too much) it leaves your little helpers feeling inept, unskilled—and less likely to offer their services again. These parents always ***try keep their cool and avoid such circumstance.***