

2015-2016



*"I Can Climb"*

*I can climb on a tree  
I can climb on a tree*

*With a rope, with a ladder.*

*I can climb on a tree  
I can climb on a tree*

*With gloves and jumping shoes.*

OUR PROJECT JOURNEY ON  
LIVING NATURE...



OCTOBER 2014



*I can climb on a tree  
I can climb on a tree*

*With blocks and chawkis.*

*I can climb on a tree  
I can climb on a tree."*

- By Keya & Aarshi (Sr. Kg)



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## CHILDREN INVOLVED IN THE PROJECT

### Playgroup

Arnam Reengusia  
Aarjav Garg  
Aarush Agarwal  
Aarush Jain  
Achyut Agarwal  
Arna Shah  
Aryan Gadhvi  
Avashya Shah  
Devansh Agarwal  
Divyanshi Jadeja  
Keshav Aggarwal  
Medha Agarwal  
Nia Makwana  
Param Kanabar  
Pheona Patel  
Pranjay Rajput  
Samaira Aggarwal  
Sarthak Gulati

### Nursery

Adaa Arora  
Aahaan Kothari  
Aarav Beel  
Aarav Choudhary  
Aarav Jobanputra  
Alyssa Ray Thaker  
Ananya Soni  
Anishka Saxena  
Arjun Mittal  
Blessy Anada  
Daksh Ajwani  
Debangana Dey  
Dia Mehta  
Diksha Parikh  
Diya Chokshi  
Helly Desai  
Hridhaan Shastri  
Jahal Patel  
Khanak Shah  
Khushi Gohel  
Krishna Hujare  
M H Amulya  
Mahnaaz Daruwalla  
Manav Desai  
Maurvin Sanghvi  
Medhansh Dholakia  
Mihika Lavanshi  
Myra Mistry  
Nagji Thakore  
Naisha Vora  
Nirmay Bhardwaj  
Param Patel  
Prathamesh Gomber  
Raghav Agrawal  
Savya Bhatt  
Shaurya Bahi  
Shayaan Shaikh  
Srushti Barbhaya  
Tanishka Mandaliya  
Yug Raval  
Yug Sharma  
Zenil Patel

### Junior KG

Aayush Yadav  
Aaditya Raval  
Aadvika Sood  
Aanshi Shah  
Abdhit Adeshara  
Anay Shah  
Angel Dharaiya  
Anirudh Jhunjhunwala  
Anushka Lakhnupal  
Arihaan Sheth  
Atharv Vedpathak  
Avaan Khanna  
Ayaan Sharma  
Ayan Mistry  
Charitra Mehta  
Daksh Arora  
Dhairya Patel  
Dheer Patel  
Dhyanaa Parikh  
Diya Patel  
Dwij Patel  
Grishma Patel  
Jaitra Prajapati  
Jakshay Parekh  
Jaywardhansinh Gohil  
Jhanvi Gohil  
Jiya Shah  
Juana Rana  
Keya Koradiya  
Lavanya Bali Matta  
Maalav Agarwalla  
Manasvi Rathi  
Manbir Banvet  
Mehar Narang  
Myra Daruwala  
Nayansai Peddiraju  
Nishka Nagpal  
Ojasvini Singh  
Prajayraj Singh  
Renan Fernandez  
Rewa Malhotra  
Saanvi Gupta  
Saanvi Saundh  
Sachi Shah  
Samaira Patel  
Sanvi Patel  
Sarvesh Radhakrishnan  
Shivam Mittal  
Slesha Barevadia  
Srishti Mazumdar  
Tanuj Goyal  
Vansh Patil  
Yana Shah

### Senior KG

Anitra Kaur Bakshi  
Aanya Amin  
Aarshi Amin  
Aashka Subramanian  
Anaavi Parayani  
Ananya Purey  
Anushka Sharma  
Armaan Raj Bhandari  
Ayaan Raghuvanshi  
Bhavya Patel  
Bhavyya Nathani  
Dhriti Agrawal  
Drumil Ashra  
Garima Pareek  
Gurbani Parayani  
Heer Khatri  
Hitarth Shah  
Jahan Desai  
Kabir Gautam  
Kashti Shah  
Kaustubh Dave  
Kavish Agarwal  
Keya Jain  
Mannat Aggarwal  
Manya Joshi  
Melzar Waghmare  
Nandan Patel  
Neev Shah  
Nirvaan Jain  
Präjeet Sonavane  
Praveer Sonavane  
Sanika Hemani  
Shanaya Bapna  
Shashank Dave  
Shivaditya Sisodia  
Sudipti Asrani  
Yashi Hundia



## ABOUT THE CALENDAR:

Children at Redbricks Junior (1.5 to 5.5 year olds) conducted 6-week research projects on the themes of “BIRDS, INSECTS AND TREES” in September and October 2014. The project topics were chosen under the broad theme of “LIVING NATURE” with an attempt to build on children’s natural curiosity and connections with nature.

This calendar is a collection of the stories and evidences from the projects, which showcases the processes of learning as well as the in-depth thinking of children.

The projects were conducted through a pedagogical approach called “The Project Approach” which is conducted in three phases. The first phase is where children wonder, share prior experiences and raise questions for investigation. The second phase is where children conduct investigations through field work, interactions with experts, and first hand investigations in and outside school. The third phase is where children interpret their findings, consolidate their learnings and present their understanding through an exhibition.

This calendar has documentation of the projects of each of the four classes- Playgroup, Nursery, Junior Kg and Senior Kg. Each class has been devoted three pages, where each page represents the three phases of the project in order. The journey of the project is shared through a project story page before the section of each class.

Content:

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**Hiral Dholakia**, Principal, Redbricks Junior

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Published by:

**Redbricks Education Foundation, Ahmedabad**

**October 2014.**



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## TEACHERS INVOLVED IN THE PROJECT

### PLAYGROUP

Ayushi Patel  
Dimple Solanki

### NURSERY

Dipika Panchal  
Pankti Shah  
Puja Raval  
Rachana Shah  
Mittal Raval

### JUNIOR KG

Ayushi Shah  
Krishnakali Dey  
Puja Kapoor  
Sampa Nandy  
Shikha Verma  
Shimoli Sheth

### SENIOR KG

Ankita Ramani  
Nayana Kher  
Pratibha Todawal  
Shuchita Sharma

### ART EDUCATOR

Palak Jain

### DOCUMENTATION SUPPORT

Mudita Belani  
Prachi Vij

## LEARNING TO FLY (BIRDS)

A Project by Playgroup Children (1.5-2.5 year olds)

Length of the Project: 6 weeks

Teachers: Ayushi Patel, Dimple Solanki, Palak Jain (Art teacher)



### PHASE ONE

Our children always get fascinated with peacocks seen in our school campus. We started the birds project by introducing some pictures, books, and materials related to birds in our classroom. Children started curiously exploring these resources and talking about birds they see around them with a basic vocabulary. During free play time, they started talking about various birds and also started to pretend play as birds through various props. We also played some outdoor games such as making movements of birds, making sounds, etc. Most of children's talk about birds reflected how they related birds to their own selves- E.g.- "Duck sleeps on the pillow". They talked about the food items, home, young ones etc., of birds in relation to their own lives.

### PHASE TWO

We arranged a field trip to our school's neighbourhood park- Sundervan Nature Park in order to first hand explore birds. The birds we observed at Sundervan were- write names of all birds observed. We tried to engage children in sensorial experiences such as touching and feeling birds, their eggs and other materials like leaves, stones etc. We also invited a parent to come as a resource person with love birds to the classroom. Children touched the love birds, listened to their melodious voice, imitated their sounds and body movements. We also engaged children in storytelling related to birds, playing various games of bird movements and sounds and enactments related to birds. After the investigations, children could now name and describe many more birds like pigeon, duck, love birds, etc. They could express about what they eat, where they live, body parts, their movements, their sounds, relationships, etc. They could now also see some connections between birds and trees as well as birds and insects through their field experiences.

### PHASE THREE

As children were most fascinated with ducks throughout the project, we decided to prepare a life-size Duck model with the children and encouraged children to think about the materials that can be used to prepare the duck. Children also created stories, scribbles their thoughts, made clay models and shared verbally to express their learnings and feelings. Children who were just speaking a few words couple of months back now started making not only sentences, but started linking them to create stories!



### COMMENTS

We as teachers tried to minutely observe children to understand their thoughts and feelings. This project has made us more sensitive to children's voices and their different ways of expression. We have seen a tremendous development in all the five domains- cognitive, socio-emotional, language, creative and physical- of the children. Most importantly, they have become more enthused to explore the natural world around them.



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PLAYGROUP - PHASE 1



Owl - Ph-1  
Santosh



Chidiya  
ghar hai  
PH-1 Achyut

Keshav: tree par  
Peacock hooy  
Medha: Peacock  
Koo-roo Kanta  
hai

STORIES  
PH-1  
MEDHA: " KAUVA AYAA  
FLY FLY KARKE AYAA  
AISA PATHAR DALA  
PANI UPAR UPAR AYAA  
PANI FI LIYA. "



"Peacock"  
Paras  
Ph-1



Aarush Jain  
Ye chidiya hai  
Aryan  
ghar par aata  
hai



Feeding the Ducks at Sundervan Park (PLAYGROUP - PHASE 1)

## January 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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PLAYGROUP - PHASE 2



Anusha Ph-2  
"Duck"

PHASE-2  
MEDHA: "EK BADA BADA SA  
PIGEON THA  
PIGEON BELA PEACOCK  
UPAR CHALO UPAR CHALO  
UPAR JHANE KHELONE."

Sarthak:  
Peacock, Baby  
Aarush:  
Maa bird ko  
touch kar raha hai

Achyut: Ye  
chidiya hai  
ye chitti hai



Anusha  
"Kebutar"  
Ph-2

Aarush A  
Peacock koo koo  
bolta hai

Keshav:  
"PIGEON JHAD PAR BAIHA  
PHIR PEACOCK AYAA  
PHIR LIDH AYAA  
PIGEON UDD GAYA"

ARJUN:  
"PIGEON KATU  
PACHKI PHOL KHANA APPO  
THANDU THANDU LAMBU  
KHOB THAI HAD KHANDE  
GURNE CHALI GIRD JAMHA"



Aayush  
OWL - Ph-2





Touching and Feeling the Eggs of Birds at Sundervan Park (PLAYGROUP - PHASE 2)

## February 2015

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PLAYGROUP - PHASE 3

PH - PHASE - 3  
Vocabulary learnt

FRUIT	बुझ
RED BIRD	शर
ELEPHANT	गुर
BIRDY	HUNTER
TOUCH	HEN
SUNDARIAN	BABY
STONE	STICK
FEATHER	NEST
SWIMMING	
TWO	
LEAF	
FROG	
FISH	
DOCTOR	

Pheona: Hu Duck  
hu Feather lana  
vis  
Ama: Hu duck  
banavis

STORIES  
PHASE-3

MEDHA: EK BAAR FISH AYAA  
PHIR DUCK K PASS GAYA  
DUCK KO LAG GAYA  
DOCTOR KE PASS GAYA  
YO THEK HO GAYA.

PHONA: HUNTER AARYO  
HUNTER E MAARYO  
PEACOCK & BIRDY NE MARYO  
TACHI VARYO

Medha - Ph3  
Duck ka muh,  
stomach aur  
Pais

Avshya: Peacock  
Ke Feather  
Devyanshi  
- Eyes che

PHASE - 3

Aarush - A : "PEACOCK THA  
BIRDY KATA MUJE  
AISA FLY FLY KAR KE  
CHALA GAYA.  
PHIR CHIDISA NE KHANA KHAYA  
UPD KE AAP KE  
PASS AAYA  
PHIR DUCK NE KHANA KHAYA.  
PHIR KAVYA AAYA  
PHIR HEN AAYA  
PHIR HEN BIRDY KO KHA GAYA."

"Ducky" Ph-3  
"aa eni choek che?"  
Pheona

Aarush A - ph3  
Duck





Dabbing Yellow Paint on a Pillow Cover filled with Cotton to make a Duck Model (PLAYGROUP - PHASE 3)

## March 2015

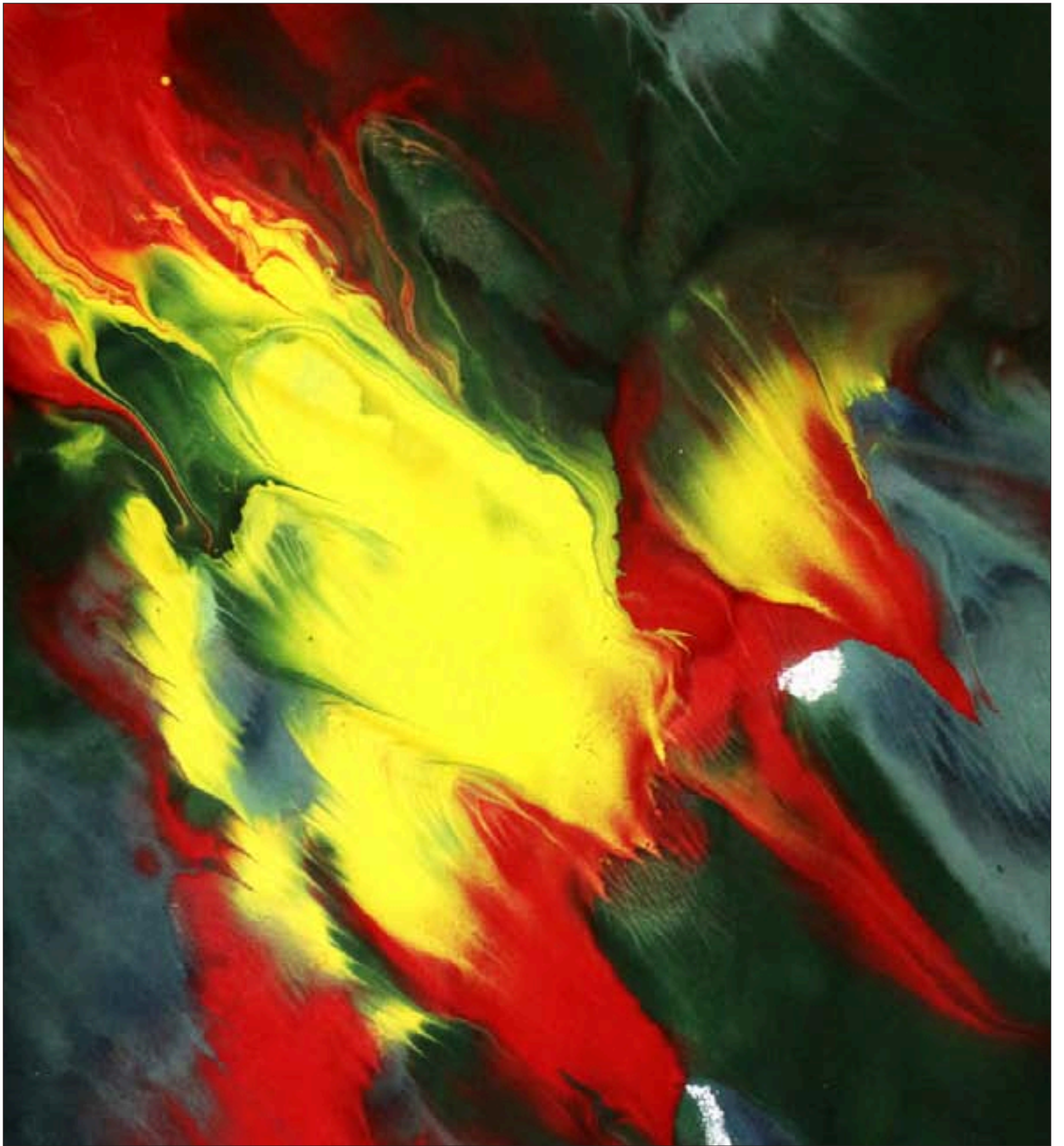
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## OUR EXPLORATION OF BIRDS

A Project by Nursery Children (2.5-3.5 year olds)

Length of the Project: 6 weeks

Teachers: Dipika Panchal, Pankti Shah, Puja Raval, Rachana Shah, Mittal Raval, Palak Jain (Art teacher)



### PHASE ONE

We started discussing about different birds with children, by placing familiar pictures and materials in the environment which stimulated children to discuss about their past experiences. From these experiences emerged their understanding about birds and their emotions when they see, feed, hear birds around them. Eg.-: "Hu dada sath pigeon ne mum aapva jau chu" (I go with my grandfather to give food to the pigeon.) Children tried to hypothesize about birds and how they live based on their observations and imagination. In this process, many myths about birds emerged. Eg- "Birds sirf fly karte hain, chalte nahi" (Birds only fly, they don't walk). Their vocabulary was very basic, limited to the basic body parts (mostly in Gujarati/Hindi) and some names of birds. Most children couldn't name "Feathers" at this stage.

### PHASE TWO

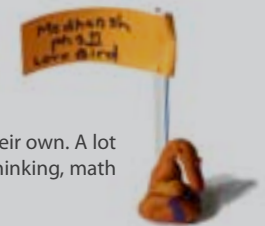
We explored birds through campus walks in our school campus and also went to two external places for field work- Sundervan Nature Park and Madhuban Farm. Children did first hand explorations of birds such as- Ducks, Parrot, Macaw, Emu, Love Birds. They asked many questions such as- " Duck kya udd sakte hain ke sirf chalte hain?" (Can ducks fly or they only walk?). At the field sites, they not only observed the birds closely but also felt the textures of their eggs & feathers, counted different birds and objects, measured their sizes through hand span, made representational drawings, collected different feathers, etc. A bird feed area was created in the school campus which children explored daily and made representational drawings while watching them eat grains. Children's vocabulary now expanded dramatically and they could now name unusual birds. They could also identify and describe different body parts of birds, their food, house, colours, shapes, etc. They enthusiastically made movements and sounds of various birds, created stories and rhymes, and made clay models which now showed more detailing and forms of birds. A Parent, Mrs. Sisodiya, also brought Love birds to our classroom and children then learnt about how their care was being taken by their pet owner.

### PHASE THREE

Towards the end, we decided to make small 3D models of "Lovebirds, Kingfisher, Sparrow, Parrot and a Duck" based on children's interests. We also decided to make a life size model of "Peacock" (2.5-3 ft) as our school campus has an abundance of peacocks and it is the most fascinating for our children. We showed various indigenous materials to children, from which they decided the materials to be used in making the models. In the last week, we reflected with children about all the experiences of the project.

### COMMENTS

This project was an exciting journey for us and we noticed that children learnt to closely observe, think and express on their own. A lot of development happened in their vocabulary, expression, questioning skills, confidence, ability to interact with others, thinking, math readiness and much more.



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NURSERY - PHASE 1



Nursery B  
 Crow Bimar hata  
 hai to use doctor  
 ke phanda jayenge  
 Shayan  
 Mure he na room ma  
 window par se bird  
 save che - Nura



PHASE-I  
 PIGEON  
 SPARROW  
 PARROT  
 CROW  
 CHICK  
 SEED  
 PENGUIN  
 FOOD  
 FAMILY  
 HOUSE  
 BAT  
 PEACOCK  
 BASKET BALL  
 LOVE BIRDS  
 FIY



Ande apne hi khatam  
 karte hai, khatam  
 chalte hai. - Ananya  
 Apne apne hi, apne  
 me hote hote hai  
 - Ananya

Phase - I  
 Bhyne  
 Pigeon  
 Pigeon waga  
 hai I.  
 Aur jab hote  
 chala gaya  
 aur us hila  
 gaya  
 hata

Phase - I  
 Bhyne  
 Param  
 Peacock  
 Peacock waga  
 Pigeon ne bhu  
 khala, aur far far  
 Kar ke udd gaya.  
 Nid-B



Parrot paani pita hai  
 woh udke jungle  
 mein gaya. Parrot  
 udke ju baaha tha  
 usne dudha piya  
 woh gir gaya, Paani  
 ke andar gira. Aur  
 usne paani piya  
 aur ud gaya.  
 -Nuray Nux-B  
 Phase I

Phase - I  
 Srushti  
 Ek Peacock hata, ek Pigeon  
 hata one ek behen hata. Ac  
 badha friends hata padhi ringa  
 Ringa roses ramta hata.



Observing a Macaw at Madhuban Farm (NURSERY - PHASE 1)

## April 2015

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NURSERY - PHASE 2



Nur. C  
Birds hole - blue  
colour or main blue  
johi -  
- Naisha  
white bird - Abg  
just ka bird.  
- Tanishka

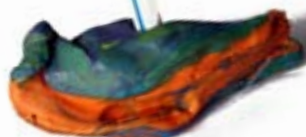


Page 2 - Stories - May

Birds  
Bird main ghore aage main  
ghore bird beka hata. Bird main  
maning me karon Antra hata.  
Ene hata shardi high hata. Ene  
Shardi Mai, vomit Mai Papa  
hata doctor Panse gaya. Amalga  
me ene dhabhi mara.



Ph-2  
Peacock Mithu



Duck Phase II  
En duck ka wash duck ne water  
mein jump kiji. Tostone aage aur  
usne bala ki. Parrot aage hai.  
Phir uska pe owl aage. night  
ke gya. Ai. Phir light ke aise  
bat kaha sake chala gaya. Duck  
ceow aur Parrot ko ukhale te  
gya. Parrot hat hat usne friend ke  
Sath khal rala ha. - May 2

Medhansh  
Phs II  
Love Bird

Beak  
- Khanak



Ma'am Yeh to Blue  
colour ka duck hai, only  
eye hai - May 2



Phase  
II  
Rhyme  
Khushi  
Peacock aage  
Peacock aage Vold  
gaya, Paw Pine gaya  
Peacock Peacock aage  
Phir daane kha ke  
usne kiya dance  
Nur-B







Feeding the Ducks at Sundervan Park (NURSERY - PHASE 2)

## May 2015

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NURSERY - PHASE 3

Zeni  
Phs III  
Duck



Nur-A  
kood' kaise pilata hai, aur kitni baar khana khate hai love birds?  
- Zeni

Birds house-nest  
main rehta hai  
- Arjun



Debangon  
Phs III  
Eg



Peacock ne bahar ubhar rakshali matti thi  
kacok banavsha  
- Daksha

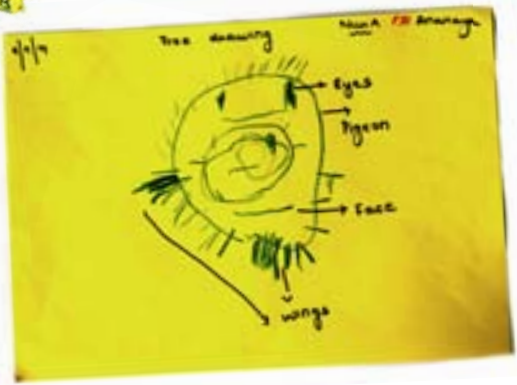
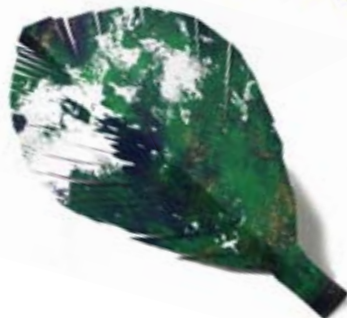
PHASE - III  
LEGS  
FACE  
DOCTOR  
FARM  
CORN  
MEDICINE  
SPINACH  
CUCUMBER  
CORN  
FEATHERS  
FERTICOL  
NEWS PAPER  
STICKS  
OSTRICH  
HEN  
COCK  
SWAN  
TURKEY  
CRANE  
MYNA



Nur B  
sticks se legs  
banayenge  
- khushi  
Peacock pe blue  
colour paint karenge  
- Shayan



Helly  
Phase - III  
Eh bird hatu, aur main parrot  
hatu. se zinda zandi karta hatu,  
Cak de-cak bhatu. Pachi Parrot  
ni mamay asi ene Parrot ne  
butter fly arju. Parrot na ghar ma  
hatu. E jungle ma rehta hatu.  
Tya badaba lion aaya ane ene  
Khai gayu. Parrot Tu jodu hatu  
Ena ghar ma bau upar hey a.  
- Abir B



III Eggs  
- Tanishka





Making a life size model of a peacock for the exhibition (NURSERY - PHASE 3)

## June 2015

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JR KG B

13/2/2024

Diary

Tally Marking :



|||| 4



||||| 5



|

|



||||

||||



||||

||||

Aadvika



Mehar



Jakshay



Ojasvini



Arihaan



Samara



Charitra



Tiya



Anay



Saanvi



Diya



Amirudh



Atharv



Shivan



Lavanya



Children putting a star against their favorite insect.



BUTTERFLY



HONEY BEE



DRAGONFLY



LADYBIRD



ANT

## INSECTS - TOO SMALL BUT VERY EFFECTIVE

A Project by Junior kg Children (3.5-4.5 year olds)

Length of the Project: 6 weeks

Teachers: Ayushi Shah, Krishnakali Dey, Puja Kapoor, Sampa Nandy, Shikha Verma, Shimoli Sheth, Palak Jain (Art teacher)



### PHASE ONE

We started our project with a lot of apprehension and anxiety. Some teachers were scared of insects and we worried that many children will also be scared. However, the initial group discussions with children left us astounded! They shared a lot of insect names like honeybee, ladybug, mosquito, firefly, butterfly, cockroach, tiger beetle, grasshopper, ants, dragonfly, caterpillar etc. Most children thought that all insects are harmful and none of them could agree on a definition of insects. Eg- "All insects have 4 legs." They were very keen to explore insects and learn more about them. Children had their own stories about insects. Along with true facts, children also shared many myths about what are insects. They were confused between reptiles and insects and named lizards and snakes also as insects. Their previous observations in cartoons also influenced their thoughts about insects. They were not sure about many things- number of legs and wings, life cycle, sounds, movements, habitat, etc., related to insects.

### PHASE TWO

We went for a field trip to Redbricks School-Santej campus to trace insects in their natural habitat. We were armed with magnifying lenses, bug viewers, boxes to collect insects. We also went to Serenity Garden where experts helped children to explore different insects and their homes. Children asked many questions such as- "What do insects eat?" "How do insects talk to each other?" Children did explorations using magnifying lenses, collected insects, counted and compared insects, made representational drawings, etc., at the field site. Once back in the class, they made tally charts from site data, referred encyclopedias and watched videos on insects. Parents also sent lots of insects from their homes to the school in small boxes which we explored in our classrooms. A parent- Mrs. Kiran Sonavane- also came to class and showed models of insects while explaining their characteristics. Our school campus has a butterfly park, where children could actually observe the butterfly lifecycle in real life- right from the eggs, larva, caterpillar, pupa, to the adult butterfly. Children were now able to find similarities and differences between insects and other things in nature e.g. trees, birds, other animals. They were also able to describe the interdependency between trees, birds and insects.

### PHASE THREE

We discussed various explorations done until now in the classroom. Children created many drawings, clay models, charts, stories, rhymes and riddles to share their learnings. Eg- "Insects can identify a danger with the help of their antennae and they avoid going close to it." We decided to make 3-D models for the exhibition -'Ant and anthill', 'Honeybee and Beehive' and the 'Life cycle of a butterfly'. First they made a blue print of the model, and themselves decided which indigenous materials to use to make the models. Interesting discussions around how to make the eyes, mouth, legs, body, etc., emerged which also helped us to recap the project learnings. Eg- "Honeybee's body has black lines on it." "Caterpillar



### COMMENTS

Insects may be repulsive or creepy to many adults, but kids were fascinated by them!! Children realized that not all insects are harmful, and our instinctual reaction to be afraid or kill insects is not appropriate. Children became more sensitive and observant about insects. The world needs insects, and they have an important role of play in our natural world.



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JUNIOR KG - PHASE 1

Ant ka ghar  
- Vansh (Ph-1)



Jr Kg C

Nayansai:  
"Meine Ladybug  
dekhni hai. Red  
Colour ki hoti  
hai. Black dots  
hote hai."

Shivam  
Caterpillar shell  
mein ekdin gaya...



Jr Kg A

Angel:  
"Grasshopper  
grass mein rehte  
hai, jab grass  
chale jate hain toh  
voh bhi chale jate  
hain."

Renu



"Mein bee  
abhi khana kh  
saki hai"  
"Ye flower se  
khana lena  
jo saki hai"  
"Mein lena jo  
saki hai"

Chaitra

Free Drawing  
Insects-1



Manbir  
Ant  
Phase I



Jr Kg. C.

Butterfly Butterfly  
sing sing...  
Butterfly Butterfly  
Dance Dance...  
Butterfly Butterfly  
Bedtime Bedtime

- Manasvi  
Rathi

Saanvi  
Butterfly  
Insects-1



Ojaswini

Free Drawing  
Insects-1

Ye butterfly  
hai

Isha  
mama hai  
Babi  
butterfly

Ye grasshopper  
hai

Ye uski  
mouti  
hai





Tracing Insects at Redbricks Santej Campus (JUNIOR KG - PHASE 2)

## July 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		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		



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JUNIOR KG-PHASE 2



**Jr Kg A**  
 Ayan :- "Spider insect  
 haki haki hain.  
 Kyunki uske 8 legs  
 hote hain. insects  
 ke 6 legs hote hain."



**Jr Kg. B**  
 Caterpillar, Caterpillar  
 Run, Run  
 Caterpillar, Caterpillar  
 Night, Night  
 Butterfly, Butterfly  
 said no, no night  
 Butterfly, Butterfly  
 no no school  
 Butterfly, Butterfly  
 No No house  
 Butterfly, Butterfly  
 No no cup  
 - Jakhay  
 Panekh

**Jr Kg. C**  
 Eggs Eggs....  
 Then Caterpillar....  
 Pupa came....  
 Then came the  
 butterfly....  
 Play-Play - Play  
 - Manbir



**Beehiva Ojasvini**



**Jr. Kg. A.**  
 Duij :-  
 I am a insect  
 I am black  
 I am small  
 I cannot fly -  
 who am I ?  
 Varak : Ant  
 A



**Jr Kg. A.**  
 Peacock, Peacock Peacock  
 'P' for Peacock  
 colour, colour, colour  
 Red colour, Blue colour  
 Peacock, Peacock, Peacock  
 Black, Black, Black  
 Blue, Blue, Blue  
 - Sanvi Patel







Exploring Caterpillar Eggs on Leaves at Serenity Garden With an Expert (JUNIOR KG - PHASE 2)

## August 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
31					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

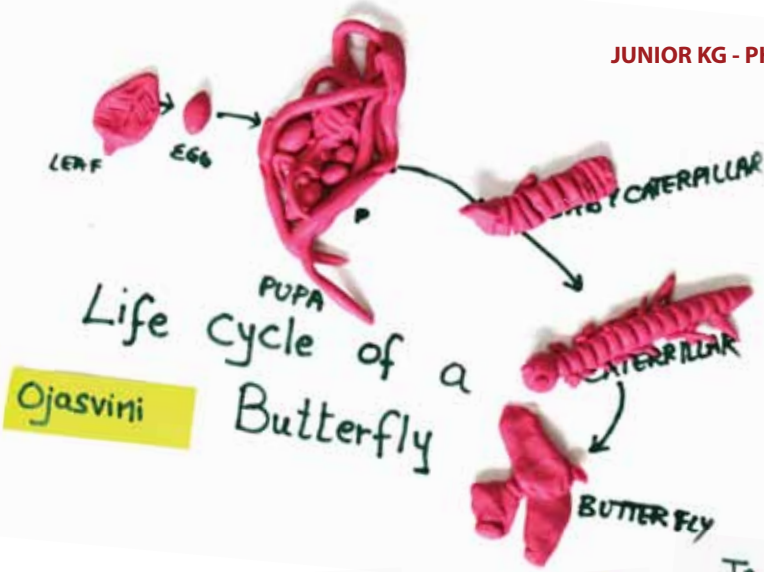


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JUNIOR KG - PHASE 3



JR KG A

Antena: 3 body parts hain. Abdomen, Head, Thorax. 2 Antenna and wings. 2 eyes but andar ekhile ekhile eyes hai hai.

JR KG B

One day honeybee come and say hi hi dragonfly and dragonfly say you are very pretty. And then both fly in the sky. - Saranya Patel

CLASSIFICATION

FLYING	NON-FLYING
LADY BUG	MILLIPEDE
DRAGON FLY	CATERPILLAR
BUTTERFLY	ANT
MOSQUITO	

JR KG A

"Jungle tha, roha bahot trees the. ek lion tha. Lion sabko sha raha tha. Ant ne lion ko bul diya. Phir roha ter mein ankhi main chala gaya aur door lock kar diya. Lion nako pakad nahi paya." - Tanuj

JR KG B

Lavanya - Honeybee ke stomach mein sugar hoti hai. Diya - Uncle cuts the honeycomb and honey come out.

Lady Bug - Saranya Patel

JR KG C

Ek Caterpillar tha. Caterpillar green colour ka tha. Woh lag khet rahi thi. Phir caterpillar e bau khadu. Pachi Caterpillar pupa bani gayi. Pachi one day e pupa butterfly bani gayi. - Aaditya.



JR KG C

Girishma - Bird mar jaata hai tab mitti mein gir jaata hai. Mitti ke andar se plant nikalta hai.

JR KG C





Collecting and Exploring Caterpillars in our school campus as we enter school in the morning (JUNIOR KG - PHASE 3)

## September 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	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				



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Sr Kg

# Word tree

# Project-Trees



## TREES - OUR BEST FRIENDS

A Project by Senior kg Children (4.5-5.5 year olds)

Length of the Project: 6 weeks

Teachers: Ankita Ramani, Nayana Kher, Pratibha Todawal, Shuchita Sharma, Palak Jain (Art teacher)



### PHASE ONE

We started our project by conducting group discussions and probing children about their current understanding of Trees. We were struck with children's prior knowledge about trees. They also expressed deeper statements, emotions and sensitivity towards trees. E.g.- "Trees have future. This means that trees have life." Along with the true facts and knowledge about trees, children also shared some myths and misconceptions- some of which were their hypothesis and some their imagination. E.g.- "Trees can grow anywhere!" "We know the age of the tree by measuring the height!"

### PHASE TWO

We arranged for field work experiences in the School Campus and Serenity Garden to explore varieties of trees and clear children's myths and questions. We wanted children to closely observe the different parts of trees, touch and feel them. We encouraged them to raise their own questions about trees, which were clarified by exploring and talking to expert resource people. E.g.- "Why do leaves have different colours?" "How are medicines made from trees?" Various mathematical (classification, sorting, counting, measuring) and language skills (interviewing, presenting, reading, writing, etc.) were also enhanced through the field work activities. Children now knew the names of different trees like Arjun Tree, Tree of Heaven, Simdo Tree, Saptkarni Tree, etc. They made Venn Diagrams to compare the leaves of different trees and a Bar chart with the measurement data of the width of the trunk of different tree. Children also referred encyclopedias and watched videos in the class to learn more about trees. We invited an expert resource person Dr. Monica Shah to help us explore trees in our school campus and to learn how to measure the age of the trees! Given students keen interest, we decided to arrange for tree climbing experiences in our campus. We discussed with children about ways to climb a tree, safety measures to be adopted, etc. With lots of enthusiasm, children finally succeeded in climbing the trees with a rope.

### PHASE THREE

Children finally applied all their knowledge and learnings in preparing for the culminating exhibition. They decided to make a life size model of "Arjun Tree". They themselves decided the materials to be used in making different parts of the tree, which colour and which living creatures should be on the tree. They created a blueprint of the model, made mini models and then started working on the main model. Work was divided between different groups of children. They also created lots of stories, rhymes, riddles, drawings, clay models etc., to represent their learnings.

### COMMENTS

We have discovered the potential of each child in our class through this project. This project boosted children's confidence and language skills to a great degree. Their logical thinking and reasoning seemed to be operating at a much higher level than their age. We were particularly impressed with the detailing in children's drawings and the way they could connect between different elements of nature by the end of the project.



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SENIOR KG - PHASE 1

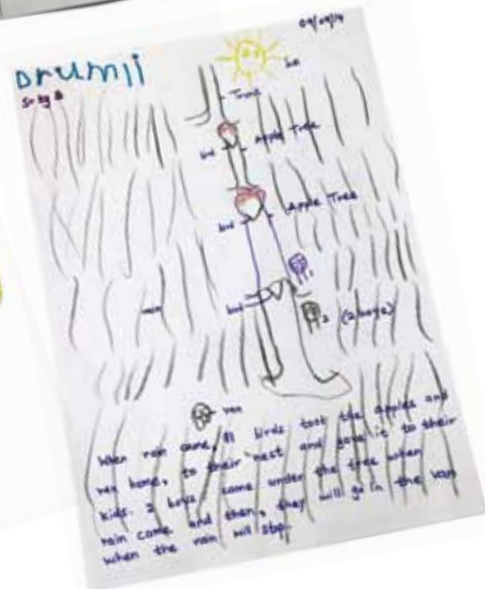


Who uses Trees?  
 Neer: Honeybee  
 Ayan: Giraffe eats leaves  
 Keya: Human beings  
 Melzar: caterpillar uses leaves of trees.

What will happen if there are no trees?  
 Kabir: Honeybee will not be able to make Beehive.  
 Mahat: caterpillars cannot eat its food - leaves.  
 Aanya: Birds will not be able to make nest.  
 Drumil: If there are no trees, we will get no fruits.



Bhav'ya	Sharya	Sig
trees	trees	
seed	seed	
roots	roots	
leaf	leaf	
trunk	trunk	



Why do we grow trees?  
 Nirvaan: We get paper, medicines, flowers from trees.  
 Aarshi: Trees help the birds to make their nest.



Senior kg student measuring the length of the trunk of a tree (SENIOR KG - PHASE 1)

## October 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			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	



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SENIOR KG - PHASE 2

Kaustubh: I am Tough and brown in Colour. I am the body of the tree.  
 Ans: Garima : bark

Mennat: I am Small and brown Colour and Circle shaped. I help in growing trees.  
 Ans: Kavish: Seed

Aashka: I am Some-one who shall make the birds home.  
 Ans: Neev: Wood pecker

Kashli: I am Some-one who has magical leaves.  
 Ans: Shashank: Pine tree

Ant, it is going up and down the tree. Project Stry B



Antic walk tree Monday Stry B



Pine tree Neev



Caterpillar is searching for food Anshika







Measuring the Width of a Trunk of a Tree in School (SENIOR KG - PHASE 2)

## November 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30						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



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SENIOR KG - PHASE 3



Phase III Story  
 Ek din ek tree tha woh jahan rakta tha  
 Wahan Sunlight nahi aati thi phir usko kai  
 Pani nahi deta tha. ek din woh dhire dhire  
 dead hone laga. wahan ek girl thi. woh usko  
 Ek din pani dena start ho gayi. phir se woh  
 grow hone laga uspe wapis flowers bhi  
 aane lage. Wahan pe sunlight bhi aane laga  
 phir woh tree green ho gaya.  
 Gurbani Parayeni  
 Srkya



Neev - Deep breathing  
 that we do, we get  
 it from Trees.  
 Apaan - Insects also  
 need water and food  
 that we require.  
 Garima - Ant lives in  
 the hole under the  
 tree and it is the  
 home of the tree.

Can we climb the trees?  
 Anrshi: We need a glove  
 which can stick to a  
 tree and then, we  
 can climb.  
 Bhavya: We need a rope  
 to climb a tree.



Ph.3 Rhyme  
 " I Can Climb "  
 I can climb on a tree  
 I can climb on a tree  
 With a rope, with a ladder.  
 I can climb on a tree  
 I can climb on a tree  
 With gloves and jumping shoes.  
 I can climb on a tree.  
 I can climb on a tree  
 With blocks and chickies.  
 I can climb on a tree  
 I can climb on a tree.  
 By Keya & Anshi  
 Srkya

Feelings of Climbing Trees  
 Ashika - I felt very  
 nice to climb the  
 tree.  
 Gurbani - I saw  
 millipede climbing the  
 trunk when I was  
 climbing the tree.  
 Anrshi - I was feeling  
 good, good and I was  
 not afraid.  
 Jahan - I felt as if  
 fruits are falling on  
 me.





Climbing Trees in our school campus (SENIOR KG - PHASE 3)

## December 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	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			



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Sn. Kg A

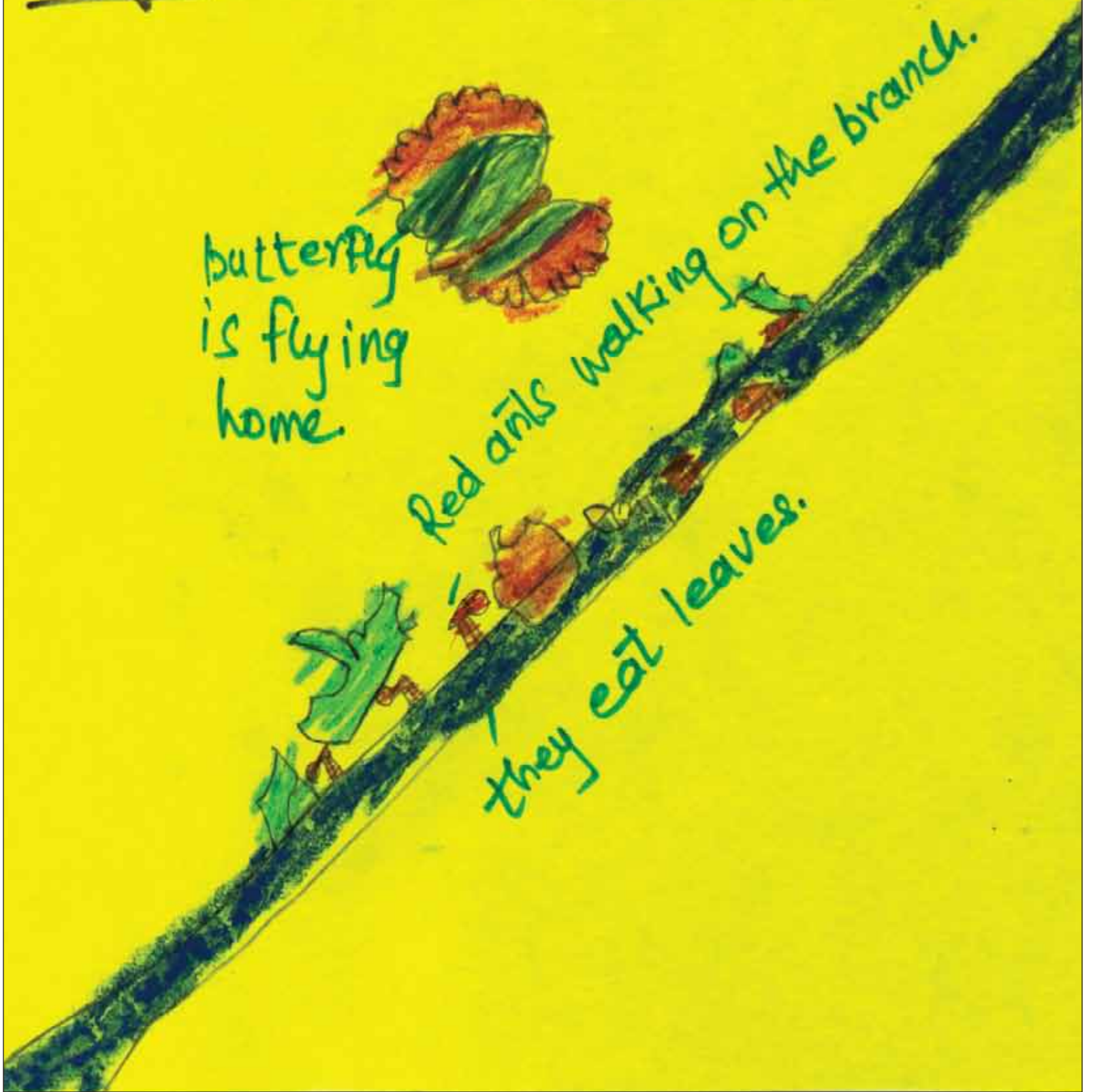
Connections

18/9/14

butterfly  
is flying  
home.

Red ants walking on the branch.

they eat leaves.





## CONCLUDING NOTE

The planning and execution of these projects have inspired us to innovate and believe in the potential of young children. The early childhood years are truly wonder years when the curiosity, creativity and ability to learn in children are very high. It is our responsibility as adults to invest in these early years of children productively.

What young children need are enriching experiences that motivate them to think and generate new learnings, which are not only related to academics but also to their lives. In fact, there is much more to discover about the life and world around at an early age than reading writing and math.

**Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.**

**Loris Malaguzzi, Italian early childhood education specialist  
Quoted in The Hundred Languages of Children**

This calendar is dedicated to all the innovative early childhood teachers across the world who follow the principles of teaching young children through a developmentally-appropriate and reciprocal approach.

Our Special thanks to Dr. Jigisha Shastri and Dr. Shruti Bhargava, our mentors and Early Childhood experts who guided us immensely throughout the projects. We also thank Mr. Aditya Handa, Founder of Redbricks and The Abellon Group to provide our team with an ongoing vision towards quality education and innovation.

Finally, we thank all the Redbricks Team Members especially from the Admin, Support Staff and Marketing functions who supported us and worked hard to make our projects and exhibition a success.

From,  
Renita Handa, Founder and Director- Academics  
On Behalf of the Redbricks Junior- Academic Team

## ACKNOWLEDGEMENTS TO THE TEAM

### For the Conceptualization of the Projects & Exhibition

**MRS. RENITA HANDA**, Founder and Director- Academics, Redbricks Foundation

**MRS. HIRAL DHOLAKIA**, Principal, Redbricks Junior

**DR. JIGISHA SHASTRI** - Academic Mentor, Redbricks Foundation

**DR. SHRUTI BHARGAVA** - Academic Mentor, Redbricks Foundation

### FOR MAKING THE PROJECTS & EXHIBITION POSSIBLE

#### Redbricks Junior Teachers

Aayushi Patel (Playgroup)  
Ankita Ramani (Sr Kg B)  
Ayushi Shah (Jr Kg C)  
Dimple Solanki (Play Group)  
Dipika Panchal(Nursery C)  
Krishnakali Dey (Jr Kg A)  
Mittal Raval (Nursery A)  
Nayana Kher (Sr Kg A)  
Pankti Shah (Nursery B)  
Palak Jain (Art Educator)  
Pooja Kapur (Jr Kg B)  
Pratibha Todawal (Sr Kg B)  
Puja Raval (Nursery B)  
Rachana Shah (Nursery A)  
Sampa Nandy (Jr KG C)  
Shikha Verma (Jr KG A)  
Shimoli Seth (Jr Kg B)  
Shuchita Sharma (Sr Kg A)

#### Admin, Marketing & Design Teams

Amit Jani  
Ashini Raikundaliya  
Beena Vaid  
Hemang Anglay  
Manoj Kothari  
Mudita Belani  
Neha Shah  
Prachi Vij  
Pravin Upadhayay  
Ravikant Saripaka  
Riddhi Patel  
Ruzvelt Solanki  
Sandipsingh Bhadoria  
Seema Chauhan  
Suchita Daruwala  
Tushar Afuwale  
Umesh Patel

### For Inspiring Us Towards Innovation and Quality Education

**MR. ADITYA HANDA**, Founder of Redbricks Foundation and The Abellon Group

#### Class

Playgroup  
Nursery  
Junior Kg  
Senior Kg

#### Field Trip Locations

Sundarvan Park  
Sundarvan Park and Madhuban Farm  
Santej Campus and Serenity Gardens  
Serenity Gardens

#### External Resource People

Mrs. Vrinda Sisodia - brought love birds  
Mrs. Vrinda Sisodia - brought love birds  
Mrs. Kiran Sonavane - explained life cycle of insects  
Dr. Monika Shah - explained different facts about trees

### ACKNOWLEDGEMENTS TO THE COMMUNITY

Our heartfelt gratitude to all the places we visited in Ahmedabad and the resource people who came to our school during the project:

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### LAST BUT NOT THE LEAST..... A SPECIAL THANKS TO ALL THE REDBRICKS JUNIOR PARENTS

Thank you for sending resources from home and for continuously encouraging us and the children!!