

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 Govindarao 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					
SLNO	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 VINOOTH KHUMAR	ROPE SKIPPING	PRIMARY	92	THIRD
1	DURGA CHANDRASEKARAN	ROPE SKIPPING	SENIOR	136	FIRST
2	ROOPA VIJAYKUMAR MALI	ROPE SKIPPING	SENIOR	124	SECOND
3	SHUMAEL 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					
SLNO	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	VINOOTH 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	VINOOTH 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

DECEMBER 1, 2020

EDITION # 11

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 CREDENCE 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.

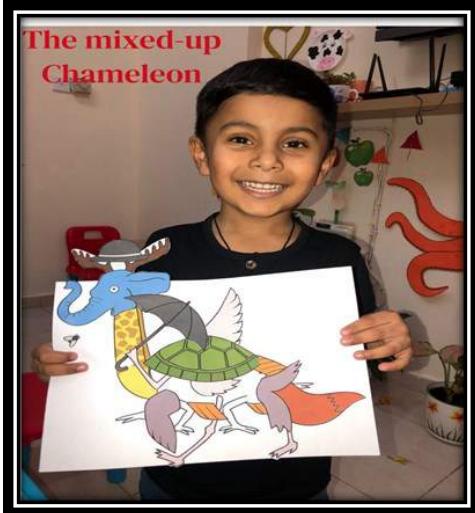
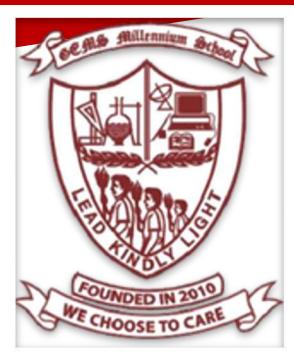
SL.NO	NAME OF THE STUDENT	GRAD E	CATEGORY	Event	POSITION
1	SRINATH SHANMUGAM	6B2	UNDER - 12 BOYS	PING PONG RALLY	GOLD
2	OLIN JEREMIAH PIERSON	10B1	UNDER - 15 BOYS	PING PONG RALLY	GOLD
3	MOHAMMED AYAAAN FARAAZ	5B	UNDER - 12 BOYS	LONG JUMP	GOLD
4	NOEL CHERIAN JACOB	6B	UNDER - 12 GIRLS	BADMINTON WALL RALLY	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



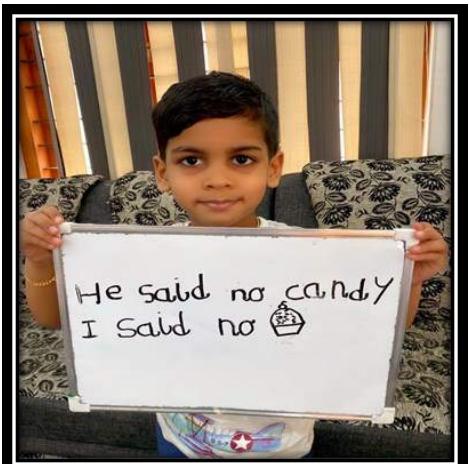
RLP ACTIVITIES - KINDERGARTEN

DECEMBER 1, 2020

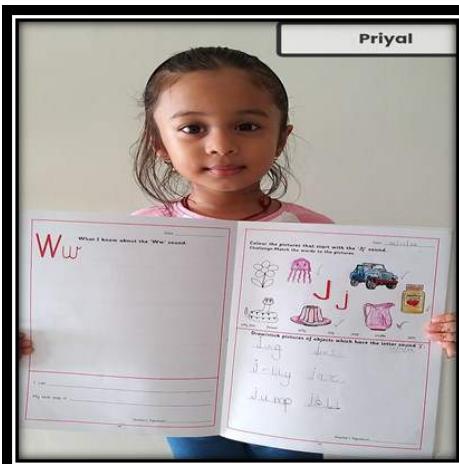
EDITION # 11



CIRCLE TIME ACTIVITY –THE MIXED UP CHAMELEON



SIGHT WORDS



LITERACY—LETTER 'J'



NUMERACY—ABC PATTERN



EVs—
ANIMALS & THEIR



P.E.
CLASS

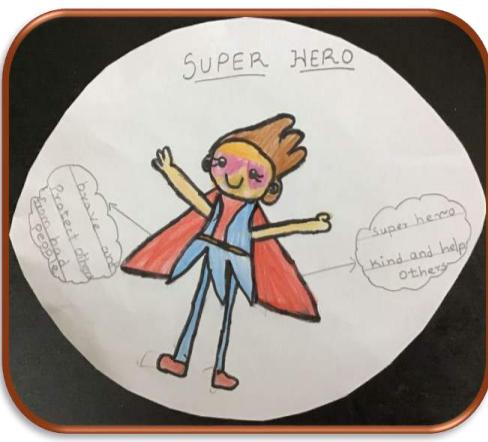


LIFEBUOY
WORK-
SHOP

RLP ACTIVITIES - KINDERGARTEN

DECEMBER 1, 2020

EDITION # 11



HELPING HANDS



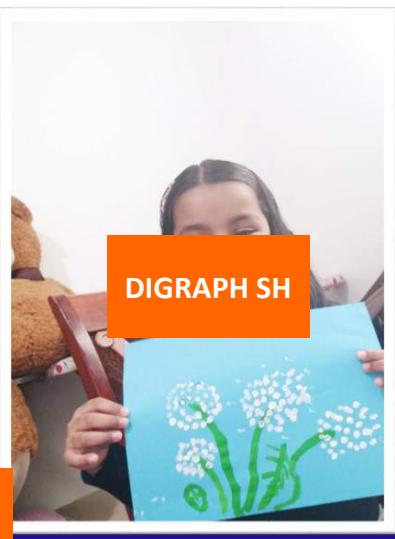
HOW THE CAMEL GOT HIS HUMP



MATH :3 D SHAPES



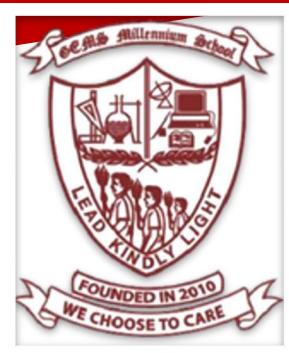
ART



RLP ACTIVITIES - PRIMARY

DECEMBER 1, 2020

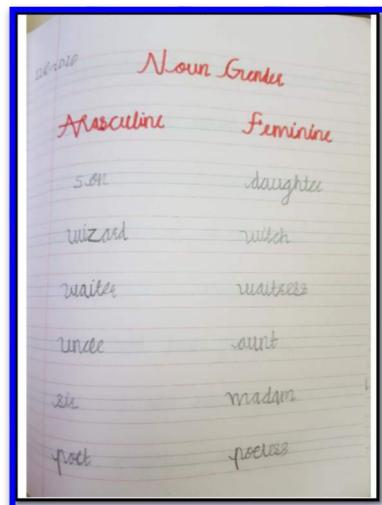
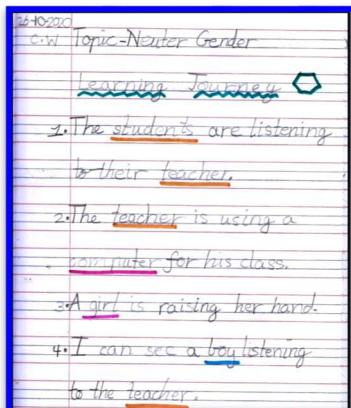
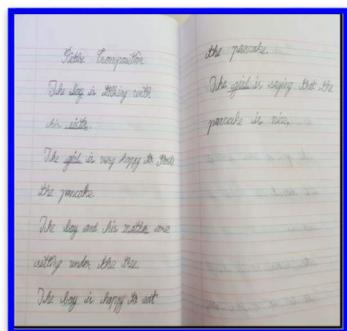
EDITION # 11



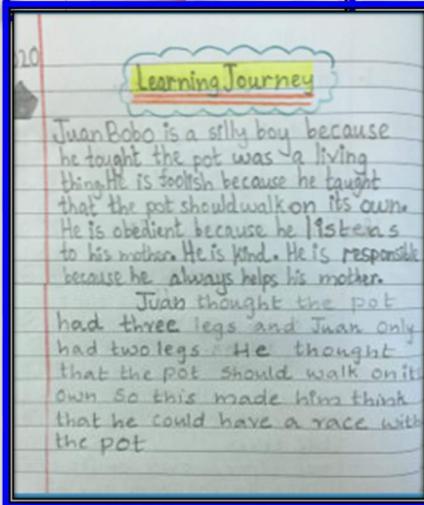
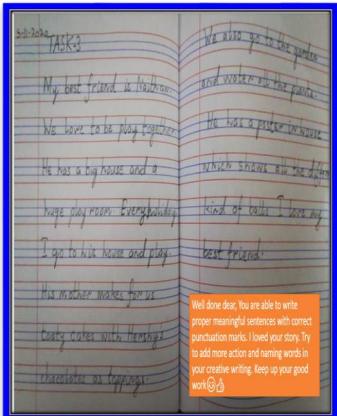
MORNING MINDFULNESS



NOUN GENDER



MY BEST FRIEND



RLP ACTIVITIES - PRIMARY

DECEMBER 1, 2020

EDITION # 11



CALENDAR

November 2020

USE THE CALENDAR AND ANSWER THE FOLLOWING QUESTIONS GIVEN BELOW:

- How many days are there in the month of November? **30 days**
- What day of the week is November 20? **Friday**
- How many Tuesdays are there in November? **4 Tuesdays**
- How many weekends are there in November? **4 weekends + 5 days**
- What is the date of the third Saturday in the month? **November 21st, 27th & 04th 2020**

TASK 1
Q. What's missing in the picture given below. Write the activity done on the days as given following:

- MONDAY
- TUESDAY
- WEDNESDAY
- THURSDAY
- FRIDAY
- SATURDAY

TASK 2
Q. Look at the picture given below. Write the activity done on the days as given following:

Sunday Monday Thursday Friday

- James goes to swim on **Wednesday**.
- He plays football on **Thursday**.
- Jill 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/s does he take off?

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				

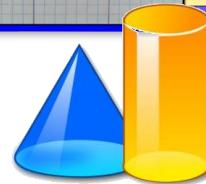
3D SHAPES

Properties of 3-D shapes

NAME	ATTRIBUTES	REAL LIFE EXAMPLES
Cube	6 faces 12 edges 8 vertices	Dice, Rubik's cube, Box.
Cuboid	6 faces 18 vertices 12 edges	Book, Pen holder, Box.
Cylinder	3 faces 0 vertices 2 edges	Water bottle, Pen stand.
Pyramid	5 faces 6 edges 5 vertices	Pyramids, Roof.

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

Ramganesh- 2 B



22-10-20

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.

3-D shape (Cube)

22-10-26

Let's Practice!

Name of the 3-D shape	Attributes/ Properties	Real Life Example
cube	6 faces 8 vertices 12 edges	Dice
cuboid	6 faces 18 vertices 12 edges	pencil box
cylinder	3 faces 0 vertices 2 edges	water bottle
cone	2 faces 1 vertices 1 edges	Birthday cap

Shapes and patterns

What are 3-D shapes?

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

Cube **Cuboid** **Cylinder** **Cone** **Sphere**

Well Done!

Safwana Salim-2 A

8-11-2020 c/w Short Division

Q. Solve using Short Division.

- $3 \overline{) 21}$ $3 \times 7 = 21$
 $0 \overline{) 7}$ $3 \times 2 = 6$ $3 \times 5 = 15$
 $7 \times 3 = 21$ $3 \times 6 = 18$
 $3 \times 7 = 21$ $3 \times 8 = 24$
 $3 \times 9 = 27$ $3 \times 10 = 30$
- $5 \overline{) 55}$ $5 \times 1 = 5$ $5 \times 2 = 10$
 11 $5 \times 3 = 15$ $5 \times 4 = 20$
 $5 \times 5 = 25$ $5 \times 6 = 30$
 $5 \times 7 = 35$ $5 \times 8 = 40$
 $5 \times 9 = 45$ $5 \times 10 = 50$ $5 \times 11 = 55$

Division

Q1
 $9 \div 4 = 2$ $56 \div 1 =$
2-Qoutient **14-Qoutient**
 $\begin{array}{r} 4) 9 \\ -8 \\ \hline 1 \end{array}$ $\begin{array}{r} 14) 56 \\ -4 \\ \hline 16 \\ -16 \\ \hline 0 \end{array}$

b $36 \div 3 =$
 $\begin{array}{r} 3) 36 \\ -3 \\ \hline 0 \end{array}$

c $96 \div 2 =$
 $\begin{array}{r} 2) 96 \\ -8 \\ \hline 16 \\ -16 \\ \hline 0 \end{array}$

Short Division

Q. Find the quotient using short division

method A:

- $3 \overline{) 27}$ $3 \times 9 = 27$
 $0 \overline{) 9}$ $3 \times 3 = 9$
 27 $3 \times 2 = 6$
 27 $3 \times 9 = 27$
 $3 \times 4 = 12$
 $3 \times 5 = 15$ $3 \times 10 = 30$
- $6 \overline{) 36}$ $6 \times 6 = 36$
 $0 \overline{) 6$ $6 \times 2 = 12$
 36 $6 \times 3 = 18$
 36 $6 \times 4 = 24$
 36 $6 \times 5 = 30$
 $6 \times 6 = 36$
 $6 \times 7 = 42$
 $6 \times 8 = 48$
 $6 \times 9 = 54$
 $6 \times 10 = 60$
- $2 \overline{) 64}$ $2 \times 32 = 64$
 32 $2 \times 16 = 32$
 64 $2 \times 8 = 16$
 64 $2 \times 4 = 8$
 64 $2 \times 2 = 4$
 64 $2 \times 1 = 2$
 64 $2 \times 0 = 0$

Long division

$83 \div 9 = 9$	$9 \times 1 = 9$
$334 \div 3 = 112$	$9 \times 2 = 18$
$484 \div 4 = 121$	$9 \times 3 = 27$
$96 \div 8 = 12$	$9 \times 4 = 36$
$65 \div 7 = 30$	$9 \times 5 = 45$
$265 \div 8 = 32$	$9 \times 6 = 54$
$61 \div 9 = 6$	$9 \times 7 = 63$
$55 \div 5 = 11$	$9 \times 8 = 72$
$50 \div 5 = 10$	$9 \times 9 = 81$

DIVISION

RLP ACTIVITIES - PRIMARY

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HABITAT

TASK-1

Forest	Desert	Polar	Marine
animals	animals	animals	animals
ants	camels	penguins	sharks

TASK-2

Camel lives in desert.	Lion lives in forest.
Turtle lives in ocean.	Cheetah lives in grassland.
Walrus lives in polar region.	Sea horse lives in ocean.

Wow!!
You have clearly understood the different habitats of animals! Keep it up!

Habitat
What animals are called back packers?

TURTLE, SNAIL, CRAB

TASK-3

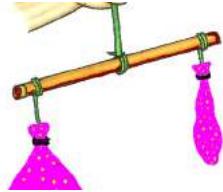
Camels are well adapted for survival in the desert. They have large, flat feet to spread their weight on the sand, fur help it to camouflage and thick fur on the top of the body to sun.

Polar bear-They have thick fur coats that help them keep warm in cold conditions.

Rabbit-The color of the rabbit is brown. They have thick fur on the top of the body to sun.

Frogs-They have aquatic life. They have webbed feet and streamlined body. They have protective shell which helps them to hide from predators and hibernate in winter.

Outstanding handwriting. I am really proud of your work. You have explained well about different animals' habitat. Good job @A



EVS

Breeze
1. A gentle wind
2. A light wind
3. We enjoy cool breeze
4. Breeze helps to run the windmills
5. It dries our clothes
6. It helps to fly kites

Storm
When wind is very fast it storm uproot trees and cause lots of damage. Storms not good for crops. It breaks windows by breaking off the roof.

Deflation
When air is removed from a balloon it becomes smaller.

Something you understand the concept very well and try to find out how air is polluted and causes damage.

nearpod

1. Fibres are long threads that make up a yarn.
2. Yarns are continuously long thread that make up a fabric.
3. Pieces of cloth that make up our clothes are called fabric.

Scientist Matthew Benny Kandur **Date** 09/11/2020
Experiment Air has weight
Materials Balloons,Ruler,Thread,
My Prediction (what will happen) Balloon with air will come down
Observations Fill two balloons with air and tie the balloons on the edges of a ruler. Balance the ruler with a string so that it will not move when the balloon is deflated. Pick one of the balloons with a pin. The ruler moves upward where the balloon is deflated. This shows the balloon with air is heavier and has weight.
Results (what happened) Deflated balloon came up.
What I Learned Air has weight

MAP



CONTINENTS

Task-1

Mark the so or false.
Well done Varnith!
You have fully grasped the concept!

1. Stories tell us about cultures and traditions.
Ans: True ✓

2. Only grand parents tell stories to their grand children.
Ans: False ✓

19/11/2020 CW Topic Continents and Oceans
1. Name the continents of the world in order from the biggest to the smallest (area)
Ans: Asia, Africa, North America, South America, Antarctica, Europe and Australia.
2. Which continents does the Indian ocean border.
Ans: The Indian ocean borders Asia to the north, Africa to the west, Australia to the east and Antarctica to the south.



RLP ACTIVITIES - PRIMARY

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DSF

Social Studies

GEMS EDUCATION

GEMS EDUCATION

FRENCH

- i) Can you write them in French?
- ii) See you soon → A bientôt ✓
- iii) How are you → Comment ça va?
- iv) Thank you → Merci
- v) See you tomorrow → A demain ✓
- vi) Good morning Sir → Bonjour
- vii) Monsieur ✓

Salutation words.

Faizaan → Bonjour Varnith

Varnith → Salut

Faizaan → Coma Sava

Varnith → Cava bien, Merci

Faizaan → Ou habites-tu

Varnith → Jabit aa Sharjah

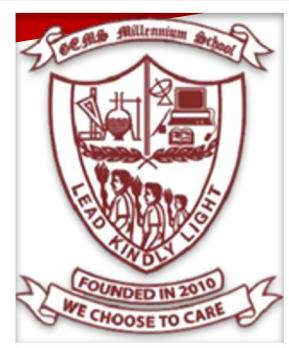
- 10-2020
L'Objectif:
Apprendre les Pronoms Sujets
- 1: Je - I
 - 2: Tu - You
 - 3: Il - He
 - 4: Elle - She
 - 5: Nous - We
 - 6: Vous - You (all)
 - 7: Ils - They (Masculine)

RLP ACTIVITES - GRADES 5 & 6

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ENGLISH



Countable and uncountable nouns

Countable nouns: can be counted, have singular and plural forms, and can be used with numbers and quantifiers like one, two, three, many, several, lots, all, some, etc.

Uncountable nouns: cannot be counted, have singular form, and can only be used with量词 (quantifiers) like a little, a lot, a bit, a few, much, many, several, lots, all, some, etc.

Example: Both of the conflict was deadly.

Learning Journey

1. The dog plays with the ball.

2. The ball is in the playground.

3. The ball is red.

4. The cat jumps on the tree and removes the acorns.

5. The ice on Earth has melted. Only some ice is left.

6. All the ice on Earth has melted. Only some ice is left.

Uncountable nouns

Uncountable nouns are nouns that cannot be counted because they are not countable. They are usually used with量词 (quantifiers) like a little, a lot, a bit, a few, much, many, several, lots, all, some, etc.

Example: Both of the conflict was deadly.

Learning Journey

1. Mathematics is a very important subject.

2. Social studies is an interesting subject.

3. What is on the news today?

4. Brussels is the capital of Belgium.

5. Sports is very important for physical and mental health.

6. He is suffering from diabetes.

7. Cards is my favorite game.

Subject and predicate

Subject: The subject is the part of a sentence that tells us what is being said or done. It is usually a noun or pronoun.

Predicate: The predicate is the part of a sentence that tells us what the subject is doing or what is happening to it. It is usually a verb or verb phrase.

Example: The teacher is writing on the board.

Rules:

- The subject and the verb should agree in both number and person (he, she, it, we, they).
- The verb should be in the correct tense.
- The subject and predicate should be connected by a linking verb or a helping verb.
- The subject and predicate should be separated by a comma if there is a long pause between them.
- The subject and predicate should be separated by a dash if there is a short pause between them.

MATH

Test paper Notes

1. Divisibility rule of 6

2. If a number is divisible by both 2 and 3, then it is divisible by 6.

3. 344211

4. 344 + 2 + 1 = 26

5. 26 ÷ 2 = 13

6. 13 + 1 = 14

7. 14 ÷ 2 = 7

8. 7 + 1 = 8

9. 8 ÷ 2 = 4

10. 4 + 1 = 5

11. 5 ÷ 5 = 1

12. 1 + 1 = 2

13. 2 + 1 = 3

14. 3 + 1 = 4

15. 4 + 1 = 5

16. 5 + 1 = 6

17. 6 + 1 = 7

18. 7 + 1 = 8

19. 8 + 1 = 9

20. 9 + 1 = 10

21. 10 + 1 = 11

22. 11 + 1 = 12

23. 12 + 1 = 13

24. 13 + 1 = 14

25. 14 + 1 = 15

26. 15 + 1 = 16

27. 16 + 1 = 17

28. 17 + 1 = 18

29. 18 + 1 = 19

30. 19 + 1 = 20

31. 20 + 1 = 21

32. 21 + 1 = 22

33. 22 + 1 = 23

34. 23 + 1 = 24

35. 24 + 1 = 25

36. 25 + 1 = 26

37. 26 + 1 = 27

38. 27 + 1 = 28

39. 28 + 1 = 29

40. 29 + 1 = 30

41. 30 + 1 = 31

42. 31 + 1 = 32

43. 32 + 1 = 33

44. 33 + 1 = 34

45. 34 + 1 = 35

46. 35 + 1 = 36

47. 36 + 1 = 37

48. 37 + 1 = 38

49. 38 + 1 = 39

50. 39 + 1 = 40

51. 40 + 1 = 41

52. 41 + 1 = 42

53. 42 + 1 = 43

54. 43 + 1 = 44

55. 44 + 1 = 45

56. 45 + 1 = 46

57. 46 + 1 = 47

58. 47 + 1 = 48

59. 48 + 1 = 49

60. 49 + 1 = 50

DA3 Practice Test

A) 344211

Divisible by 6 =
Divisible by 3 and 2

X.4, X.2, X

344211

B) 344211 HCF = 1

3 | 14, 15
9 | 14, 5
2 | 14, 1
7 | 7, 1
1, 1

C) 2 | 3, 4
2 | 3, 2
3 | 3, 1
1, 1

Starter

20 + 1 + 5 = 26

0 + 0 + 0 = 26

a a a = 18

b b a = 22

a b c = 19

a = 6

b = 8

Test

1. $25 - 4$ ✓
- twenty five decreased by four times of 4.

2. Take away the product of 15 and 7 from 60. ✓
 $60 - 15 \times 7$

3. 15 more than the quotient of d and 5. ✓
 $d - 5 + 15$

4. 1 less than 6 times of 6n. ✓
 $6n - 1$

Find the sum of

(a) 137 and -354 ✓
ANS: -217

(b) -52 and 52 ✓
ANS: 0

(c) -312, 39 and 192 ✓
ANS: (-312) + [(39) + (192)]
= (-312) + 231
= -81

(d) -50, -200 and 300 ✓
ANS: (300) + [(-50) + (-200)]
= (300) + (-250)
= +50

① $3x + 7 = 16$

ANS: $\Rightarrow 3x + 7 - 7 = 16 - 7$
 $\Rightarrow 3x = 9$
 $x = 9 \div 3 = 3$ ✓

Learning Journey

3. Solve the following equations:

1. $3y + 4 = 4y - 7$

ANS: $\Rightarrow 3y + 4 - 4y = 4y - 7 - 4y$
 $\Rightarrow -y = -7$
 $y = -7 \div -1 = 7$
 $= 7$ ✓

2. $2x - 9 = 12$

ANS: $\Rightarrow 2x - 9 + 9 = 12 + 9$
 $\Rightarrow 2x = 21$
 $\Rightarrow x = 21 \div 2$
 $= 10.5$ ✓

3. $2m + 3 = 36$

ANS: $\Rightarrow 2m + 3 - 3 = 36 - 3$
 $\Rightarrow 2m = 33$
 $\Rightarrow m = 33 \div 2$
 $= 16.5$ ✓

RLP ACTIVITES - GRADES 5 & 6

DECEMBER 1, 2020

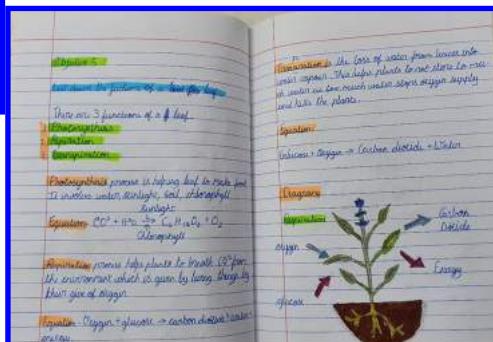
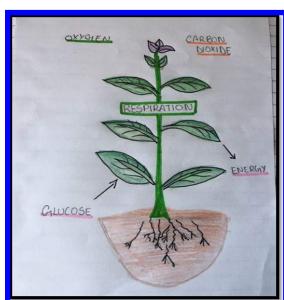
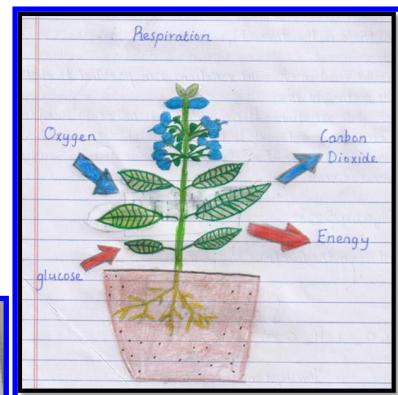
EDITION # 11



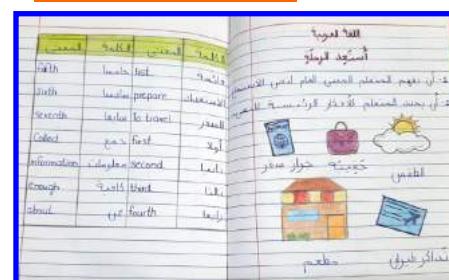
SCIENCE

Q) Label the food group in each level of the food pyramid.

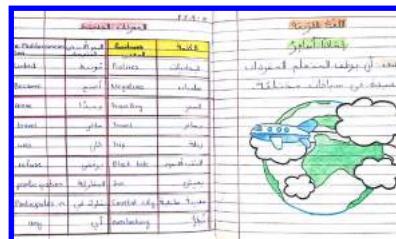
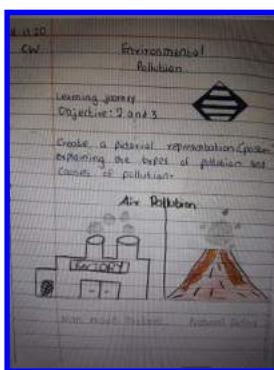
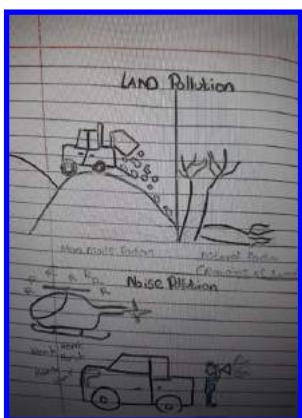
In our diet, we should have different nutrients in sufficient amounts. List the food groups in the increasing order of amount required by our body with the help of the Food pyramid.



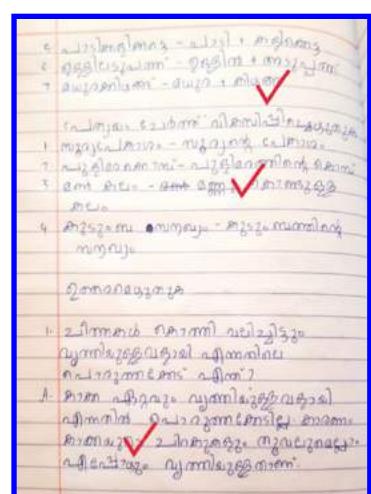
ARABIC



SST



MALAYALAM



HINDI

कार्यक्रम भूमि			उदाहरण
1. लंगो	ते	सौना ते लंगो को लगाया।	
2. कंदे	खी	प्रसा ते कंदे को लगाया।	
3. करपा	से	लिंगो के पाक से करपा काटा।	
4. अमरुतम्	के लिए	अकरपा ईशा के लिए उच्चार अमरुतम्	
5. अधराम्	रे	पैद से पानी गिर रहे हैं।	
6. मरुपा	का, के, की	ईशा आकरपा की बाज़ रखा।	
7. अतिरितम्	से, पर	आकरपा से सेव पर अथ रखा।	
8. शत्रुघ्नि	ओहा, ओरे।	अरे दुः-इनक आहे!	

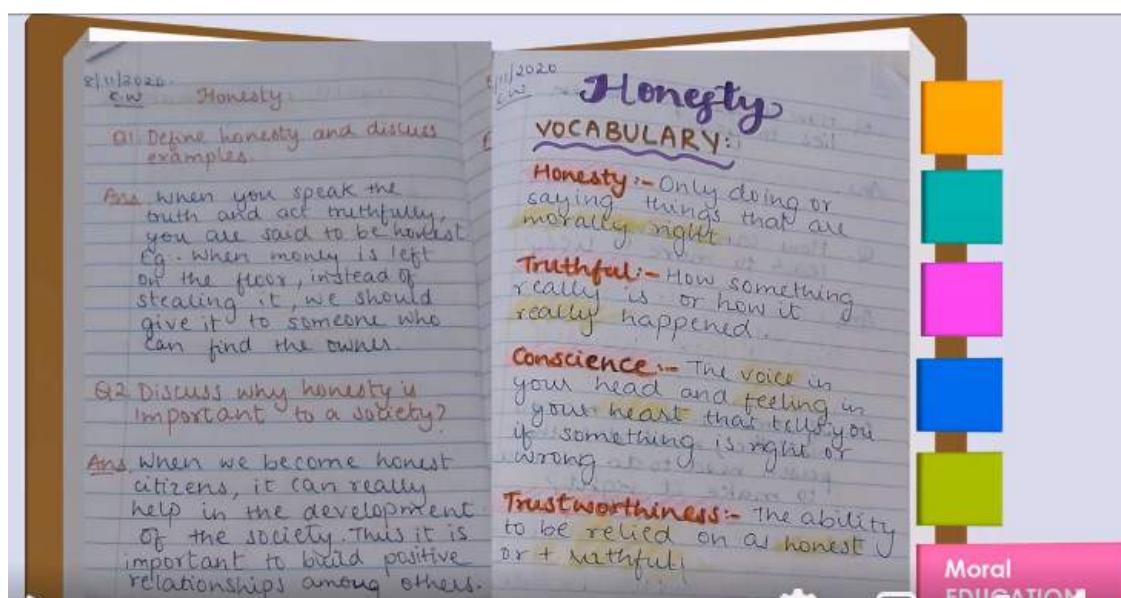
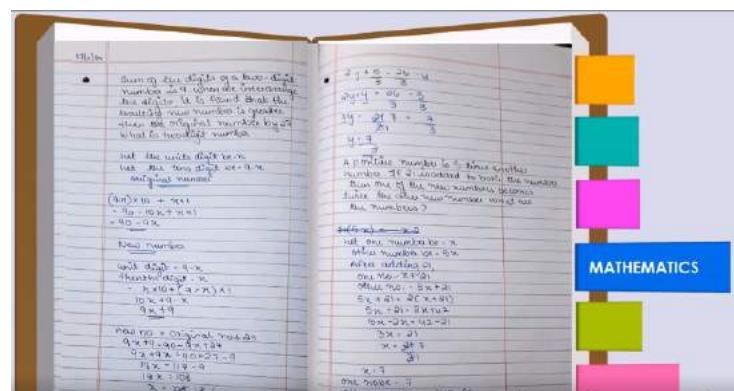
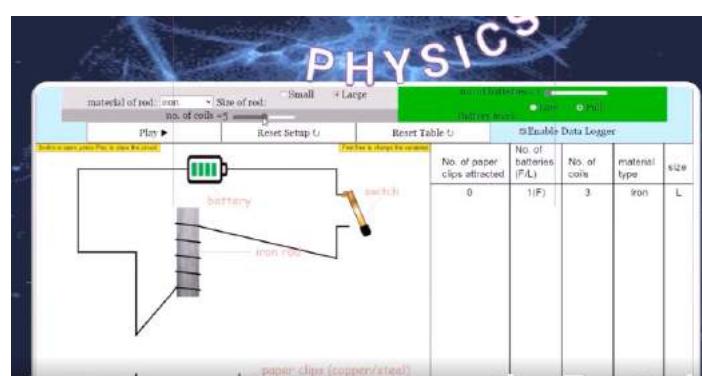


FRENCH

RLP ACTIVITIES - GRADES 7 & 8

DECEMBER 1, 2020

EDITION # 11



RLP ACTIVITES - GRADES 7 & 8

DECEMBER 1, 2020

EDITION # 11



Hand-Held Anatomy

Attendre
Elle a dormi
Nous avons attendu
Vous avez attendu
Ils ont attendu
Elles ont attendu

Vendre
Vendre- se vendre
J'ai vendu
Tu as vendu
Il/Elle a vendu
Nous avons vendu
Vous avez vendu
Ils/Elles ont vendu

fini
Il/Elle a fini

vendu
Vous avez vendu
Ils/Elles ont vendu

grossir
J'ai grossi
Tu as grossi
Il a grossi
Elle a grossi
Nous avons grossi

regarder
J'ai regardé
Tu as regardé
Il/Elle a regardé

remplir
Verb Remplir
J'ai rempli
Tu as rempli
Il/Elle rempli
Nous avons rempli
Vous avez rempli
Ils/Elles rempli

choisir
Vous choisissez
Il/Elle choisissent

MEANING of Quranic vocabulary

- 1) **لَعْنَةٌ** - Let water spray burst from the earth.
- 2) **أَلْمٌ** - Pain
- 3) **رَبْرَبٌ** - Remorse
- 4) **أَذْلَالٌ** - Old age state.
- 5) **رُحْمٌ** - Divine Revelation
- 6) **إِيمَانٌ** - Islamic Values and
- 7) **رِحْمٌ** - Divine Revelation

The Power Of Allah

This lesson teaches me to:

- 1) recite the names which describes the power of creation.
- 2) explain the meanings of Quranic vocabulary.
- 3) express the overall meaning of the lesson.
- 4) Give evidence for the power and oneness of Allah (عز وجله).
- 5) prove that Allah is the only God.
- 6) read the names properly by heart.

Nandini
Stephen Hawking is an English author and physicist. He did research in black holes, the origin of the universe.

Anuragya
Stephen Hawking was a theoretical physicist and cosmologist.

Sana Shaj
Stephen Hawking was a famous scientist known for his theory on time and black holes. He was first diagnosed with ALS and was diagnosed with a muscle disease at an early age.

Mariya
Stephen Hawking was a British theoretical physicist and active physics director of research at the Centre for Theoretical Cosmology at the University of Cambridge.

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

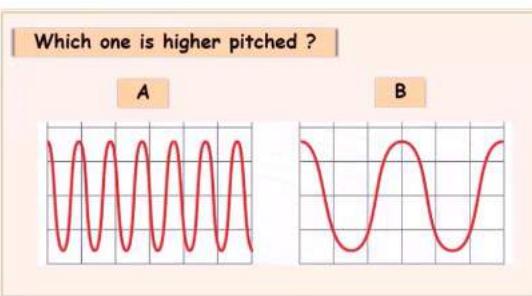
Janika
Stephen Hawking was a physicist. He discovered the black hole.

Aarya
Stephen Hawking was a theoretical physicist. His discovery that black holes emit radiation which can be detected by specific frequencies, his answer to many other theoretical questions of black holes, his research on the origin of the universe and his book "A Brief History of Time" are his major contributions.

Shifa
Stephen Hawking was a theoretical physicist who discovered that the black hole emits radiation.

Go to www.mentimeter.com and use the code 43 56 82 0

Which one is higher pitched ?



11:36 / 17:33

N R K

10:06 AM
01-12-2020

RLP ACTIVITES - GRADES 9 & 10

DECEMBER 1, 2020

EDITION # 11



Volume of Cone (Calculus) Task

Section - A

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 3.14 \times \frac{27}{\pi} \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - B

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - C

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - D

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - E

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - F

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - G

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - H

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - I

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - J

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - K

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - L

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - M

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - N

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - O

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - P

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - Q

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - R

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - S

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - T

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - U

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - V

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - W

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - X

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - Y

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Section - Z

Volume = $\pi r^2 h$

$$r = \sqrt{\frac{27}{\pi}} \text{ cm}$$

$$h = 150 \text{ cm}$$

$$\pi = 3.14$$

$$V = \pi r^2 h$$

$$V = 3.14 \times \left(\sqrt{\frac{27}{\pi}}\right)^2 \times 150$$

$$V = 1232 \text{ cm}^3$$

Which Musician popularized the Shehnai?

Bar chart showing popularity of Shehnai:

Instrument	Popularity
Shehnai	High
Bansuri	Medium
Flute	Low

Form fields for survey:

- 1. Name _____
- 2. Which instrument was redesigned to create the Shehnai?
- 3. What is the meaning of the word genies?

Participant Analysis

Category	Score	Count
1. Highest Score	2000 (2000)	1
2. Second Score	1900 (2000)	1
3. Third Score	1800 (2000)	1
4. Fourth Score	1700 (2000)	1
5. Fifth Score	1600 (2000)	1
6. Sixth Score	1500 (2000)	1
7. Seventh Score	1400 (2000)	1
8. Eighth Score	1300 (2000)	1
9. Ninth Score	1200 (2000)	1
10. Tenth Score	1100 (2000)	1
11. Eleventh Score	1000 (2000)	1
12. Twelfth Score	900 (2000)	1
13. Thirteenth Score	800 (2000)	1
14. Fourteenth Score	700 (2000)	1
15. Fifteenth Score	600 (2000)	1
16. Sixteenth Score	500 (2000)	1
17. Seventeenth Score	400 (2000)	1
18. Eighteenth Score	300 (2000)	1
19. Nineteenth Score	200 (2000)	1
20. Twentieth Score	100 (2000)	1

Congratulations!

Quiz results:

Category	Score	Count
1. Highest Score	2000	1
2. Second Score	1900	1
3. Third Score	1800	1
4. Fourth Score	1700	1
5. Fifth Score	1600	1
6. Sixth Score	1500	1
7. Seventh Score	1400	1
8. Eighth Score	1300	1
9. Ninth Score	1200	1
10. Tenth Score	1100	1
11. Eleventh Score	1000	1
12. Twelfth Score	900	1
13. Thirteenth Score	800	1
14. Fourteenth Score	700	1
15. Fifteenth Score	600	1
16. Sixteenth Score	500	1
17. Seventeenth Score	400	1
18. Eighteenth Score	300	1
19. Nineteenth Score	200	1
20. Twentieth Score	100	1

GROUP TASK TIMELINE OF UAE

Timeline of UAE:

- 1. Oil discovered - 1958
- 2. Fatsen
- 3. Sharjah opens an airport which connects UAE to the outside world

Arabic books Top Readers

Award certificates for Arabic books top readers:

- Mihika Manoj - أحسنت!
- Vrinda Satish - أحسنت!
- Adara Qureshi - أحسنت!
- Saachi Kanda - أحسنت!

Learning Objectives:

- To know about the evolution of the writing system in the UAE.
- To understand the production of the first printed book in the UAE.
- To discuss the development of the printing industry in the UAE.

Learning Outcomes:

- To understand the evolution of the writing system in the UAE.
- To understand the production of the first printed book in the UAE.
- To understand the development of the printing industry in the UAE.

Learning Activities:

- To learn about the evolution of the writing system in the UAE.
- To understand the production of the first printed book in the UAE.
- To discuss the development of the printing industry in the UAE.

Assessment:

1. To identify the geographical features of the UAE.
2. To explain the importance of the UAE government in the development of the printing industry.
3. To discuss the impact of the printing industry on the UAE's economy.

RLP ACTIVITES - GRADES 9 & 10

DECEMBER 1, 2020

EDITION # 11



COLLABORATIVE BOARD

What do you know about UAE history?

The UAE consists of seven emirates and was formed on December 2nd, 1971 as a federation. UAE was formed under the leadership of HH Sheikh Zayed Bin Sultan Al Nahyan.

UAE consists of seven emirates:

- Dubai: Sheikh Zayed played a key role in unifying the seven emirates.
- Muscat: Six of the seven emirates (Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain and Fujairah) combined on that date.
- Abu Dhabi: UAE was formed in the year 1971. The UAE consists of seven emirates.
- UAE: UAE is a federal monarchy and consists of 7 emirates.

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 ANOPHELIS MOSQUITOES. IT CAUSES AN ESTIMATED 219 MILLION CASES GLOBALLY, AND RESULTS IN MORE THAN 400,000 DEATHS EVERY YEAR.**

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

3. 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 90 MILLION SYMPTOMATIC CASES AND AN ESTIMATED 40,000 DEATHS EVERY YEAR.



RESEARCH WORK

What Is A Virus Exactly ???

A virus is a submicroscopic infectious agent that replicates only inside the living cells of an organism. It uses infect all types of life forms, from animals and plants to microorganisms, including bacteria and archaea.

-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.

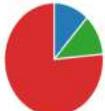
STRUCTURE OF BACTERIA

- 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 bacteria on where proteins are assembled.

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

More details

- A 2
- B 0
- C 2
- D 13 ✓



Viruses In Our Daily Life
By Mohamed Ishaan

Viruses In Our Daily Life

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

November 18th 2020, 10:16 AM (3 days ago)

View quiz Flashcards Live Dashboard

Participants Questions Overview Topics

Sort By: Score Email all parents

Participant	Score	Accuracy	Attempts
Katelyn R. (Katelyn R.)	4	100%	3890
Adara	4	100%	3860

Class accuracy: 98%
Mastered: 4

Participants: 100% ayesho, 100% Adara, 100% Vrinda Satah 9G1, 100% fathima, 100% Andria, 100% shreyo, 100% Katelyn R., 100% saachi, 100% Isabella, 100% Kaitlyn 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 ample evidences from the text.

Hisham:
Constructive criticism is when someone uses it constructively and destructive criticism is not. That is that when someone uses it constructively, they can get the most out of it. But when someone uses it destructively, they can get the least out of it. Constructive criticism is when someone uses it constructively and destructive criticism is when someone uses it destructively.

Prathmesh:
The difference between constructive and destructive criticism is that constructive criticism is used to help the teacher in a way that they wanted to receive good feedback so that the students can get the most out of it. And as he stated, destructive criticism is used to hurt the teacher's feelings and to make them feel bad about their comments. Constructive criticism is used to help the teacher understand and improve their work.

Aaradh:
Constructive criticism is when someone uses it constructively and destructive criticism is when someone uses it destructively. Only bad comments are given in destructive criticism while constructive criticism is when someone gives good comments. Destructive criticism is when someone uses it destructively.

Aryan:
Constructive criticism pushes someone to do better. It is when someone uses it constructively and destructive criticism is when someone uses it destructively. Constructive criticism is when someone uses it constructively and destructive criticism is when someone uses it destructively.

Note:
This difference between constructive and destructive criticism is that constructive criticism is used to help the teacher in a way that they wanted to receive good feedback so that the students can get the most out of it. And as he stated, destructive criticism is used to hurt the teacher's feelings and to make them feel bad about their comments. Constructive criticism is used to help the teacher understand and improve their work.

C: If a teacher is strict or not allows his pupils in, he becomes an object of criticism. But later on, he is remembered. Do support this statement? r from your perspective.

Karthik:
I support the statement. A teacher may be strict to him but he is doing that ultimately for their own good. He might be strict to his students because he wants them to be good for it but when they see the results this teacher has given them then they might realize the importance of their teacher's hard work. I support this statement because my teacher Mr. Cricket Harris is very strict and students are afraid of the teacher. This is how strict teachers are. This is why we need to support our strict teachers.

Anik:
I support the statement as many strict teachers feel like they are doing their job well. They are strict because they are strict to their students and give a lot of respect to them. This is how strict teachers are. This is why we need to support our strict teachers.

wing 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

NN AG PSM LK RM

3/4 MARKS

* **Trade Credit** → It is the credit extended by one trader to another for the purchase of goods and services. It is 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 by terms of all sizes by way of cash credits, overdrafts, purchase / discounting of bills and issue of letter 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}
all_values=d.values()
max_value=max(all_values)
print(max_value)
```

RESTART: C:

3

>>>



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 Taplow 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 cocker 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 don't obey him. This does not make him a 'Sadist'. This control of him over his pupils makes him subject to envy 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 realize 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.**