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ROCKFORDIAN WEEKLY DIGEST – 87

SCHOOL ADMISSION

Karnur & Madhakondapally Campus

2025-26

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**NO ADMISSION
FEES FOR
KINDERGARTEN
AT KARNOOR
CAMPUS**



**ADMISSION
GOING ON**

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THE PAIN OF HUMAN EMOTION vs ARTIFICIAL INTELLIGENCE.

To the Teachers families.....

The pain of human emotion vs artificial intelligence.

Long but worth the read:

"Today, a 7-year-old told me I was useless." That's how my last day as a public school teacher began.

No smirk. No attitude. Just a plain, indifferent voice—like he was commenting on the weather. "You don't know how to do TikTok. My mom says old people like you should retire."

I smiled. I've learned not to take it personally. But still... I felt something crack a little deeper inside.

My name is Mrs. Carter. I've been teaching first grade in a small town outside Columbus, Ohio, for 36 years. Today, I packed up my classroom for the last time.

When I started in the late '80s, teaching felt like a calling. A sacred bond. We were trusted. Even admired. We weren't paid much, but there was respect—and that made up for a lot.

Parents brought brownies on conference nights. Kids drew me birthday cards with misspelled words and crooked hearts. And when little ones finally read their first sentence out loud? There was a kind of joy no paycheck could ever match.

But something's changed.

Slowly. Quietly. Year by year.

Until one day, I looked around my classroom and didn't recognize the job anymore.

It's not just the iPads and smartboards—though they've taken over, too. It's the exhaustion. The disrespect. The loneliness.

I used to spend evenings cutting out paper apples for bulletin boards. Now I spend them documenting every incident on a student behavior app, just in case a parent threatens to sue.

I've been screamed at in front of my class. Not by students—by parents.

One told me, "You clearly don't know how to handle children. I watched a video of you on my son's phone." He was filming me while I tried to calm another child having a meltdown.

No one asked how I was doing.

No one cared that I was holding it together with gum, caffeine and sheer will.

Kids are different now, too. And it's not their fault.

They're growing up in a world that's too fast, too loud, too disconnected. They come to school sleep-deprived, overstimulated, addicted to screens. Some are angry. Some are scared. Some don't know how to hold a pencil, how to wait their turn, or how to say "please."

And we're expected to fix it all.

In 6 hours. With no aides. With 28 students. And a budget that wouldn't buy snacks for a birthday party.

I remember when my classroom was a little haven.

We had a reading nook with bean bags. We sang songs every morning. We learned to be kind before we learned to multiply.

Now?

Now, I'm told to focus on "learning targets," "data points," and "measurable outcomes." My value is based on how well a 6-year-old fills in bubbles on a test in March.

I once had a principal pull me aside and say, "You're too warm and fuzzy. This district wants results." As if human connection was a liability.

I kept going, though. Because there were always moments. Small, sacred ones.

A child who whispered, "You're like my grandma. I wish I could live with you." Another who left a note on my desk: "I feel safe here." Or the quiet boy who finally looked me in the eye and said, "I read it all by myself."

I held onto those moments like life rafts. Because they reminded me I was still doing something that mattered—even when the world insisted I wasn't.

But this past year broke something in me.

Violence increased. One child threw a chair across the room. Another threatened to "bring something from home" after being told to sit down.

My classroom phone became a hotline for behavior crises.

The guidance counselor quit in October. The substitute list was empty by November.

The burnout was so thick you could feel it in the air—like a fog of quiet despair.

And me? I started to feel invisible. Replaceable. Like an outdated tool in a digital world that no longer sees the need for human touch.

So today, I packed up my classroom. I peeled faded art projects off the wall—some going back decades. I found a box of thank-you cards from a class in 1995. One said, "Thank you for loving me even when I was bad."

I cried when I read that. Because back then, being a teacher meant something.

Now, it feels like a job you're supposed to apologize for.

There was no party. No speech.

Just a firm handshake from the new principal, who called me "Ma'am" and looked at his phone halfway through our goodbye.

I left behind my sticker box. My rocking chair. My patience.

But I took the memory of every child who ever looked at me with wonder, trust, or relief.

That's mine. They can't take that away.

I don't know what's next. Maybe I'll volunteer at the library. Maybe I'll learn to bake bread from scratch. Maybe I'll just sit on my back porch, sipping tea, remembering a world that used to feel softer.

Because I miss it. I miss a time when teachers were seen as partners, not punching bags.

When parents and schools worked together. When education meant growth, not just grades.

If you've ever been a teacher, you know. We didn't do it for the summers off. We did it for the kid who finally learned to tie his shoe. For the one who smiled after weeks of silence.

For the ones who needed us in ways no test could measure. We did it for love. For hope. For belief in something better.

So if you see a teacher—past or present—thank them. Not with a mug or an apple. With your voice. Your eyes. Your respect.

Because in a world that moves too fast, they stayed. In a system that crumbled, they stood. And in a society that forgot them, they remembered every child.

Let the teachers of the past know they're not forgotten.

Let the teachers of today know they're not alone.

(anonymous)

Letter Identification

Class: I

Subject: Tamil

- Students practiced identifying and recognizing letters, developing their literacy skills.
- Students became more familiar with letter shapes and sounds.
- Students developed phonetic awareness and decoding skills.
- Students built a strong foundation for reading and writing.
- Students ability to identify letters was assessed.
- Students ability to form words using letters was evaluated.

The letter identification project helped students develop essential literacy skills, laying the groundwork for future reading and writing success.



Animals Around Us

Class: I

Subject: EVS

Children made animal masks using paper, colors and strings. Each child chose either a wild animal (lion, tiger, elephant) or a domestic animal (cow, dog, goat). After wearing the mask, they acted like that animal and said what it eats. Example: Lion → meat, Cow → grass, Dog → bones, Elephant → fruits. This activity helped children learn about wild and domestic animals and their eating habits in a fun and creative way.



Addition Using Beads

Class: I

Subject: Mathematics

This activity helped students understand the concept of addition by using colorful beads as hands-on counting tools.

In this fun math activity, children used beads to learn and practice simple addition. Each student received a small set of beads and a worksheet with basic addition problems (e.g., $2 + 3 = ?$). They counted the correct number of beads for each number, then combined them and counted the total to find the answer.



Learning Through Games

Class: III

Subject: Tamil

The students enjoyed exciting fun games that brought lots of laughter and learning. The Water Drinking Game helped them improve balance and coordination, while the Statue Game encouraged discipline and self-control. The Backward Walking Game built teamwork and trust among students. These activities kept children active, joyful and engaged. Overall, the games were both entertaining and educational, leaving students thrilled with the experience.



Hogenakkal Falls

Class: IV

Subject: Tamil

Hogenakkal Waterfalls, located on the Kaveri River at the border of Tamil Nadu and Karnataka, is a breathtaking destination known for its stunning cascades and peaceful atmosphere. As students, they explored this natural wonder and gathered information about its geography, significance and activities.

Waterfalls: Hogenakkal Waterfalls is a majestic waterfall with water flowing over rocks and creating a misty atmosphere.



VII-A&B



Respiratory System non-working model

Class: VII A & B

Subject: Biology

This non-working model of the respiratory system is a helpful teaching aid for students. It clearly shows the main parts such as the lungs, trachea and diaphragm. By observing the model, children could understand the structure and function of each organ. It makes learning simple, visual and engaging. Overall, it is an effective tool to introduce the basics of the respiratory system.

Mock Election

Class: VII

Subject: Social Science

The primary aim of the Mock Election activity is to give students real-life experience of the electoral process and the importance of voting. Through this activity, participants gain a deeper understanding of democratic principles and political awareness. It helps them develop critical thinking, decision-making skills and confidence in voting. The activity also promotes teamwork and effective communication among peers. By engaging in this process, students learn the value of civic responsibility. Overall, Mock Elections bridge the gap between theoretical knowledge and real-world practice, shaping informed and active citizens.



Exploring Single Letter Meanings

Class: VII

Subject: Tamil

Students learned and explored the meanings of single letters, enhancing their vocabulary and linguistic skills.

Students discovered the meanings of individual letters.

Students associated words with corresponding letter.

Students expanded their vocabulary through letter-based learning.

Linguistic Awareness: Students developed a deeper understanding of language structure.

Students practiced critical thinking through letter-word associations.

The single letter meaning project helped students develop linguistic awareness, vocabulary and critical thinking skills.



Poster Making on Data Handling

Class: VII

Subject: Mathematics

A poster making activity on data handling was designed to help students understand how to collect, organize and visually represent data. The poster showcased different methods like tables, bar graphs, line graphs and pictographs. Students worked individually and in groups and chose a topic, collected data and presented it on a visually appealing poster.



Angles

Class: VII

Subject: Mathematics

An activity to identify angles around them could involve observing common objects and spaces, then identifying, classifying and measuring the angles formed. This could be done individually or in groups, using materials like rulers, protractors and even simple objects like pictures, drawings, paper or straws to construct angles.



Working Model of Pie-Chart

Class: VIII

Subject: Mathematics

Students did a working model of a pie chart which is a visual representation that demonstrates how data is divided into proportional slices of a circle, resembling slices of a pie. This model helps in understanding how each part contributes to the whole, making it a useful tool for data analysis and presentation.



Working Model of Probability

Class: VIII

Subject: Mathematics

Students of Class 8 did a probability working model which demonstrates how probability principles apply to real-world scenario. These models, when combined with hands-on activities, can make learning about probability more engaging and easier to understand. They help students move beyond abstract concepts and see how probability applies to real-world situations.



Poster Making on Polynomials

Class: IX A & B

Subject: Mathematics

A poster-making activity on polynomials for Class 9 was conducted in a creative way engaging the students to learn and review concepts. Students chose from various topics related to polynomials, like definitions, types, degree, zeros and factorization and visually represented them on a poster. This activity encouraged creativity, reinforced understanding and allowed for classroom display and peer learning.



Information Technology

Class: IX A&B

Subject: Information Technology

The Class IX AB students organized a dynamic seminar on Entrepreneurship Skills under the Information Technology stream. Through striking presentations and powerful delivery, they showcased creativity, confidence and teamwork. The event ignited an entrepreneurial spirit among the students, inspiring them to think innovatively and develop creative solutions. It also fostered leadership skills, with the students' potential as future leaders clearly evident throughout the seminar.



Library Quiz Competiton

Rockford Senior Secondary School organized an inter-house Library Quiz Competition in the month of July. The four houses—Rock Warriors, Rock Legends, Rock Defenders and Rock Conquerors—participated with great enthusiasm. The quiz was based on The Hindu in School newspaper and the students showcased their knowledge by answering effectively. Rock Warriors were declared as winners. The school congratulated them and awarded certificates in appreciation of their achievement.



Experiential Learning

This week our students had a wonderful experiential learning trip to Bannerghatta Zoo. They observed lions, tigers, elephants, bears and many species of birds and reptiles where students learned about the herbivores and carnivorous. The visit helped them connect classroom lessons on biodiversity, food chains and conservation with real-life experiences.

Along with this, regular classroom activities and lessons continued, ensuring a balanced week of academic learning and practical exposure. Students enjoyed the trip and returned with valuable knowledge about protecting wildlife and nature.





