



The Gera School Newsletter

24th June 2022

(Nursery - Grade 5)

Dear everyone,

A.P.J. Abdul Kalam sold newspapers to support his family and went on to become the 11th President of India.

Narayana Murthy relied on his wife's savings of Rs. 10,000 and went on to become "The Father of the Indian IT Sector".

Indra Nooyi worked night shifts to pay for her college studies before becoming the CEO of PepsiCo, the second-largest beverage business in the world.

Dhirubhai Ambani, the son of a school teacher in a remote village in rural Gujarat started Reliance Industries with just \$1000.

Do Won Chang worked three jobs: at a coffee shop, a local gas station, and an office cleaning job before becoming the founder of Forever 21.

J.K. Rowling battled depression, financial difficulties, grieving over the death of her mother, and having to raise a child by herself while living on benefits. She later went on to become the first author to reach the billionaire mark with her successful Harry Potter series.

Roman Abramovich, born a Russian orphan, now owns the Chelsea Soccer Team

What did all these famous personalities have in common?

Have you discovered the three-letter word? The use of "yet" is particularly potent in these three situations: encouraging learning, maintaining engagement, and increasing confidence in individuals. Dr. Carol Dweck, who's best known for her work on growth and fixed mind-sets, has discussed the "power of yet" in [a TEDx Talk](https://www.youtube.com/watch?v=sReQgHQuxMo). (<https://www.youtube.com/watch?v=sReQgHQuxMo>).

Children and adults with predominantly a growth mind-set and a belief in the "power of yet" demonstrate a love of learning that keeps them developing and building resilience that's essential for great accomplishments.

The "power of yet" is our magic wand. Let's use it to encourage continual learning and development and to keep our students and children engaged in a task. Over the years, I've discovered that it puts children and adults at ease and helps them to acknowledge their true feelings. It raises self-confidence and a sense of personal worth to help students, children and adults successfully manage situations.

Now it's our turn as parents and teachers to try the 'power of Yet' to make a positive impact on learning, engagement and self-confidence in our children, students & ourselves.

Warm Regards

Ms Deidre Gokhale
IGCSE Coordinator



STAFF WORKSHOPS

At The Gera School, we believe that teachers are learners as well. Therefore, we started our back-to-school schedule with lots of training sessions for self and professional development.

1) Play and Making the Year(s) Count: a Goal setting workshop by Ms Jessica Sharma



2) A session for all teachers on Sharing Knowledge: designed by Ms Charlene Farrell and Mr C P Joseph



3) A session on Strategies for Cognitive Engagements by Mr C P Joseph



4) Divergent and Convergent Thinking by Ms. Suparna Das for the Primary Section Staff

5) Teaching Strategies by Ms Deidre Gokhale for all the teachers

6) A workshop on POCSO and PoSH workshop by an external trainer for all Staff Members

7) A yoga session by Ms Shagufta Khan and a zumba session by Ms Nikita Naik – both wonderful ones!



NEWS FROM THE EARLY YEARS SECTION

EVENTS

I. World Music Day



Students from the Pre-primary celebrated 'World Music Day' on 21st June 2022 to honour the musicians and singers for the gift of music, which gives flight to the imagination and life to everything. On this day, they were exposed to a number of musical instruments and rhymes. The students got together and sang the rhymes and songs they had been learning in class since April.

II. Father's Day

The little bundles of joy celebrated Father's Day in a spectacular way. The students of the Early Years displayed their creativity by making beautiful cards for their fathers in school. The fathers sportingly participated in various games such as 'Feed the Tiger', and 'Build the Pyramid' as the children joyfully cheered for their super dads. It was fun to see the fathers doing different activities such as Zumba, dressing up their children, and building the pyramid, to name a few. It was a memorable day for our tiny tots to engage with their super dads, something they will cherish for a lifetime.



III. Sao Joao

Sao Joao is an annual festival celebrated in Goa on the 24th of June to celebrate St. John the Baptist. To celebrate the day, the students of Early Years made the traditional 'copel'-headgear. They were made aware of the different ways the festival is celebrated and the local fruit found in Goa.



EARLY YEARS SECTION **NEWS FROM THE SPECIALISTS**

I. DANCE

The Nursery students had their first dance class with me and we had a lovely time getting to know each other and dancing together. Not all the little ones were up for it but those who were, enjoyed warming up their bodies, dancing and showing off their own dance moves to lively tunes like “Dance Monkey”. They got quizzed on how well they know some of the parts of their bodies with, “Put your finger on”. We ended our class by boarding a dance train and choo-chooing all over the classroom without bumping into anything, a fabulous lesson in spatial awareness – it was fun too!

LKG and UKG students were welcomed and warmed up as usual; we both sang and danced to the “sticky bubble gum” song that has us in splits of laughter but at the same time ensures that the children move and stretch creatively. This was followed by a dance activity with a tambourine which helped the students learn about rhythm, counting and tempo.

II. DRAMA

The children are so excited that they enjoy learning new dramatic games and exercises. The little learners are having fun expressing themselves in a dramatic way and engaging in make-believe play, creative thinking, body movements, group work, story reading and listening



III. PHYSICAL EDUCATION

Our young learners love to get up and move throughout the day. Physical activity breaks up monotony within the classroom, gets children excited to participate, and allows them to get their energy out. At TGS, we provide children with opportunities for academic development, but we are sure to do the same when it comes to encouraging physical health as well.

For Early Years children, it is important to learn how to move. Learners were engaged in developing their fundamental movement skills.

NURSERY

Learners were excited to have fun in their P.E class. Learners were engaged in knowing the object and to get to use it – Early Years’ children were previously not engaged in structured class as they had just returned to school. Learners rolled a ball; they were engaged in running to catch the teacher. They also played a reaction time game.



LKG

Learners were engaged in team building fun games to pass the ball. They have started on basic fundamental skills (locomotor skills) wherein they learn to move from one place to another by performing walking drills.

UKG

Learners actively participated in fun team building games such as crossing the bridge. Learners were engaged in learning basic fundamental skills that is locomotor skills wherein learners were learning to move from one place to another by performing walking drills followed by the lead up games.



IV. Sports:

Playing a sport is a great way for children to take a break from academics and release pent-up

energy. It also helps them lead fuller and happier lives as regular sports and fitness activities have proven to provide not only physical benefits but also social and psychological benefits to children.

At TGS, learners have the opportunity to learn various sports of their choice. In Football, they are in the process of developing their understanding about warm-up and cool-down and various dynamic and static forms of sports-specific exercises apart from learning passing and dribbling skills.

In Gymnastics, learners are learning basic gymnastics floor exercises like crab, bridge position, front roll, Trampoline – simple and star jump, T-balance, front split and straddle front roll.

In Martial Art, learners have been performing fitness exercises, body stretching and Kumite (fight training).



NEWS FROM EACH GRADE



NURSERY

Our journey so far has been both challenging and exciting. This June, the start of the school year seemed more overwhelming than ever before. One could observe mixed feelings of excitement, joy, and a little bit of confusion. Nevertheless, our Nursery students are adapting to the class routine as they are entering a structured group setting after a month. Some students will accept the change with joy, while others may need a bit more hand-holding. The tiny tots are getting into the class routine of keeping their belongings in their designated areas, getting ready for morning assembly, using the washroom, going to the cafeteria for snacks and packing/unpacking their tiffins. They were free to choose their favourite corners and engage in activities they liked such as Block Corner, Lacing the beads, Paper Tearing, scribbling on the slate, threading the beads and Story Corner to name a few. The little bundles of joy loved dancing and marching to the song 'The Ants Go Marching' and 'The wheels on the Bus'. The kids were glued to the Pop-up Stories books and loved playing with the animal puppets. The students eagerly wait to go to the play area to unwind themselves.

LKG

Numeracy

The students are working on honing their number sense. The learners are learning to rote count numbers and recognise numbers 1-10 by singing rhymes like, 'Once I caught a fish alive', 'Nick Nack patty wack', '1, 2 buckle my shoe.' The students are learning numbers through various hands-on activities like hopscotch, *I spy* and *Simon says*. The young hands are trying to form numbers 1, 2, 3 and 4 on the slate, sand, playdough and book.



Literacy

The students are working at development of presentation skills through the 'Show & Tell' activity. All students of the lower kindergarten presented on an object of their choice to begin with and then shared experiences of their summer vacation. They are in the process of learning letter association and letter formations of letter 's' and 'a.'



Understanding the World

Students of the lower kindergarten have learnt 'how clouds formed' and how the heavier clouds pour down in the form of rain. The students beautifully illustrated their knowledge of the water cycle in their sketchbooks.



UKG Numeracy

The concept of measurement was introduced to the students wherein they observed, compared and analysed the length and height of different objects. They compared and arranged an array of objects from shortest to tallest thus learning the ordinal numbers. The students collaborated together to check who is the tallest in the class by taking turns to measure their height by standing against the wall and marking the height. The students also looked for objects at home that can be compared in terms of height and length. The students were also introduced to the concept of 'Tens and ones'.



Literacy

With a fresh mind began the fresh learning. The students of UKG were introduced to the digraph /ch/ with a story and an action song. They traced the sound to practice the letter formation. The students listed a few words with /ch/ sound and came up with words like challenge, chipmunk, checklist thus enhancing their vocabulary bank. The students also looked for pictures of items that had /ch/ sound making them observational and alert. The student recapitulated the word

families like 'ab, at, ap, and ad'. 'The Three Little Pigs' story was read to the learners. The students got into groups to make up a story. They later made objects from the story with clay and narrated the story to their peers using the objects.



Understanding the World

In the ongoing theme of farm to table the students of UKG learnt how rice is cultivated in Goa. The children watched a video on rice farming thus getting an idea of how it's grown and the stages of farming the paddy field. They learnt the importance of farmers and how we get food from the farm to the table. The children were sensitised to food wastage and how we should finish food from our plate. They also got a glimpse of how wheat is grown and the process of turning wheat grain to flour.



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PRIMARY UPDATES EVENTS



I. Show and Tell

Ranging from their favourite toy to their most favourite colour or topic they love, the learners of the Primary Section enthralled their teachers and peers in the Show and Tell activity sharing their fond connections with the item they brought to school.

II. International Yoga Day:

Keep Calm and Do Yoga! TGS learners marked the celebration of International Yoga Day in the gracious presence of a yoga acharya, M. Namrata Menon, Brand Ambassador of Yoga from Goa. Learning techniques to strengthen their mind and body and calming their thoughts to focus better, the learners deeply connected to themselves as they attempted the *asanas*.

III. Art Attack - Grades 1 to 5



Colours and more colours! Grades 1 to 5 expressed themselves with sketches and colours on range of interesting topics like presenting work on their favourite memory and what their future house would look like!

NEWS FROM THE SPECIALISTS

I. CIRCLE TIME/ LEADERSHIP CURRICULUM

Grade 1

This fortnight was a great time to get to know each other and allow the learners of Grade 1 to slowly get used to the rules and regulations we follow in the circle time classes. They had some fun with questions, learning what questions to use while getting to know their peers. We also began a little discussion on feelings and emotions.



Grade 2

The learners of Grade 2 spent their first two Circle Time classes exploring their feelings and emotions. Learning a bit about their friends in the first class also got them to understand the importance of listening and giving another person a chance to be heard.



Circle Time is a time to get in touch with one's feelings, all the while having fun and being respectful.

Grade 3

This fortnight, the learners of Grade 3 played a game as a first week ice breaker and through the game, were reminded of the rules of C.T. and L.C. classes. Thereafter, they spent time verbalising, reflecting and analysing an important topic, "Feelings and Emotions". With their expanding vocabularies, the learners are finding it easier to express their views about feelings and come up with more synonyms to describe the degrees of the feelings they experience.



Grade 4:

This fortnight, the learners of grade 4 were reminded of the rules to be followed during C.T. and L.C. classes and were also reintroduced to an important topic, "Feelings". Learners expressed their feelings through art and took the opportunity to reflect on certain situations that caused intense reactions. Working in groups is a way to help learners get comfortable with their feelings and that was another point of focus this fortnight.



Grade 5:

The learners of Grade five have been exposed to a number of new students and as the class brims with excitement, there are family constitutions that the learners need to accept and feel comfortable with. The learners had a discussion on various types of families and how all combinations of parents and offspring exist and deserve to be respected. They then began their journey of exploring the various feelings we humans experience in various situations.

II. ICT

GRADE 1

Learners of Grade 1 were very excited to visit the ICT Lab. They identified the various parts of a computer. They also learned how to start and shut down a computer.

GRADE 2

The learners of Grade 2 were introduced to the concept of word processors. They were very excited to share their knowledge on the uses of the most commonly used word processor i.e. Microsoft Word. Some learners shared their views on how a teacher or student makes use of Microsoft Word. Learners also enjoyed typing an MS Word Document.



GRADE 3

Whatever knowledge we grasp from our surroundings we store it in our memory. In the same way computers also have storage space which will store large amounts of data. The learners of Grade 3 created their own folder and saved their files inside their folders. They were also exposed to the necessity of storing various types of data files on computers.

GRADE 4

Communication is a very important part of our life. Technology has provided us with various ways to convey our messages to others. One such way Grade 4 students learnt about is Emails. They learnt to create their own email account and also to send and receive emails. Also they

were exposed to the reality that emails received from strangers can harm them but still they can safeguard themselves by following safety rules.

GRADE 5

We all have a craze to capture the beauty of nature on cameras but sometimes we end up with a fact that there are some flaws in the photographs we have captured.

Learners of Grade 5 learned to edit photographs by Cropping, Applying various manual adjustment settings like light, colour, clarity and vignette. Learners edited the picture beautifully.



III. ART

GRADE 1

Learning the basics of doodling is a process which will continue in further sessions. Learners learnt to make different leaves in a simplified way and enjoyed the process of creating them in a design form.



GRADE 2

Learners have explored the theme of nature by drawing a flower using different patterns and designs. In a way they were very happy with the outcome.



GRADE 3

After a good break learners were truly excited to get back to the art room and create some art. Learners learnt how to draw a rooster step by step. They watched 'Rooster's Off To See The World' after which learners related their art and the video and decided on drawing some friends for the rooster.



GRADE 4

Learners of Grade 4 got to know of the 4 leaf clover. They drew various lines through the

clover creating geometric shapes and coloured the same using shades of a colour.

IV. DANCE

Grades 1 and 2 are learning some basic upper body moves while keeping the footwork as a simple “step touch”. We are working on developing their Body Coordination, Timing or Rhythm and in the following class we danced in groups to a fixed choreography using these moves to help us learn about synchronisation and group dynamics in dance.



Grade 3: In addition to learning the basic upper body movements such as Clap, Wave, Roll, Shake, Reach, Grab and Shimmy, the Third Graders also competed against each other to see which group emerged as the winners. They were the group who had Sumer, Vidur, Aditya, Devank and Vyas. They did well to remember their choreography and danced in tandem with each other.



Grades 4 & 5 : Learners are being introduced to a dance style called “Jazz”, a performance style Dance that is characterised by isolation movements, precise leg, arm and foot movements, which are rhythmically complex and syncopated. It is a challenge for the kids to learn and I’m hoping that they rise to that challenge and enjoy learning about a new style of dance that not everyone has been exposed to. We began by learning a few basic movements like the Jazz walk, the ball change, the Lindy and the Pivot turn.



V. DRAMA

Back to school but not yet in rhythm specially during week one, so we started each class with a Rhythm Catch exercise followed by sharing of Holiday Memories, Movement Warm-ups and reading of Stories (Ali Baba - Grade 1 & 2) and Script readings of Stone Soup and other skits (Grade 4 & 5)

VI. MUSIC

Grades 1 & 2: The new song 'Do Re Me' from The Sound Of Music was introduced after vocal warm-up and action song.

Grades 3, 4 & 5: The new song 'Morning Has Broken' by Cat Stevens was introduced. Learners were also given the opportunity to perform a song or play an instrument.



P.E.

Physical education helps in developing student's competence and confidence. Physical education program provides daily learning opportunities and focuses on the overall development of a child.

Fundamental movement skills are the basic movements which help a child to move with confidence and control. Learners are introduced to practising fundamental movement skills- Locomotor skills- walking, jogging and jumping

Grade- 1:

Learners were engaged in learning proper techniques of jogging and jumping. Learners were able to perform the zig zag jog and jumping and landing on two feet activity efficiently and confidently.

Grade- 2:

Learners were engaged in learning proper techniques of jogging and jumping. Learners were able to perform a four corner jog followed by the lead up and musical hula hoop



game and jumping and landing forward and backward over the rope.

Grade- 3:



Learners were engaged in learning proper techniques of jumping and landing motor skills. Learners were engaged in performing jumping and landing skills over 3 stations- jump over the rope, jump over the mat and jump over the obstacles and jumping over the poly dots forward and backward and sideways.



Grade 4 and 5: Physical fitness is an important marker of health that enables learners to carry out activities of daily living with vigour and alertness but without undue fatigue and with sufficient reserve to enjoy active leisure pursuits and to meet unforeseen emergencies.

In P.E., learners are undertaking PACER (Progressive Aerobic Cardiovascular Endurance Run) training to develop their Cardio respiratory Health Component this month which is also being integrated with their Science topic on Circulatory and Respiratory System. This helps the learners to have a better understanding of the topic in practical terms.

VIII. Sports

Playing a sport is a great way for children to take a break from academics and release pent-up energy. It also helps them lead fuller and happier lives as regular sports and fitness activities have proven to provide not only physical benefits but also social and psychological benefits to children.



At TGS, learners have the opportunity to learn various sports of their choice. In Football, they are in the process of developing their understanding about warm-up and cool-down and various dynamic and static forms of sports specific exercises apart from learning passing and dribbling skills.

In Table-Tennis, the focus has been to develop hand-eye coordination by using off table drills like ball tapping along with developing basic forehand counter strikes.



In Gymnastics, learners are learning basic gymnastics floor exercises like crab, bridge position, front roll, Trampoline – simple and star jump, T-balance, front split and straddle front roll.

In Martial Art, learners have been performing fitness exercises, body stretching and Kumite (fight training).



YOGA

Grade 1 and Grade 2

Teaching children can be a difficult task due to their high energy and low concentration levels. Providing yoga for kids in school can be a great way to refocus their energy, and it's also really good for their physical and overall health.



The focus of P.E. has been to teach learners proper breathing techniques. Learners are practising belly breathing along with basic asanas to develop balance and flexibility.

IX. FRENCH

Grade-1

The learners integrated Math with French and enhanced their mathematical skills while learning the numbers in French from 0 to 10. They practised counting and addition with

number names in French.

They enjoyed the "watch and tell" activity in order to revise the letter sounds and the number names where they were asked to tell the car number and telephone number in French.



Grade-2

Quelle heure est-il? (What time is it?) The learners of Grade- 2 are now learning to manage time wisely!

They are able to ask and tell the time in French. Now, they are practising to tell the time when the teacher says "Quelle heure est-il?" in every French class. The learners are learning the time vocabulary interestingly, for example, midi (noon), minuit (midnight).



Grade-3

"If we would have new knowledge, we would get a whole world of new questions." The learners of Grade 3 gained important information and knowledge about the underwater tunnel constructed in "La Manche" (The English Channel) and "Eurostar" (a train) which passes through that tunnel connecting London with France. They were amazed to see how the engineers thought of constructing it and why, when and how it was constructed. The learners also researched on the same and shared the information in their own words.



Grade-4

"Music is the universal language of mankind". The learners of Grade-4 acquired information about "La fête de la musique" (Music Festival) which is celebrated every year in France on 22nd June. They were observant while watching the information on how the French people started celebrating "La fête de la Musique" and how they celebrate this festival all over France. The learners played a small quiz based on the same topic.



Grade 5:

Integrating play with French using the game "Passing the beachball", the French learners of

Grade 5 recapped the different concepts that they had studied in the month of April. Learners then kickstarted their work with the unit Dans le monde des enfants where they were introduced to different animals and learnt to use colours, affirmative and negative sentences as well as different descriptive adjectives. Learners also took a short Mon teste in order to reflect on their own progress and learning.



X. HINDI:

Grade 1 and 2:

Poems can be used to introduce or practice new vocabulary, language structures, and rhyming devices, and shorter poems often give learners a chance to explore an idea while working with a more manageable amount of text than a short story or essay. So Grade 1 and Grade 2 learners learnt how to recite a poem and also revised Hindi letters.



Grade 3:

Poetry is a form of expression. Writing it lets us get out our feelings and thoughts on a subject while reading it encourages us to connect and find meaning in our experiences. So, the Hindi learners enhanced their speaking skills and an activity was conducted based on vocabulary.



Grade 4:

New activities should build on previous activities and avoid being repetitive. They should enable learners to engage with and develop their skills, knowledge and understanding in different ways. So, Grade 4 learners participated interestingly in an activity based on names and also enhanced their recitation skills through different Hindi poems.



Grade 5:

Poetry is a form of expression. Writing it lets us get out our feelings and thoughts on a subject while reading it encourages us to connect and find meaning in our experiences. So,

Grade 5 learners enhanced their recitation skills by focusing on the pronunciation and reciting Hindi poems fluently. They also learnt the directions in Hindi.

NEWS FROM EACH GRADE

GRADE 1

English:

“Just remember, you are always unique, just like everyone else.” A beautiful quote to highlight how each of us is different and special. Grade 1 learners are embracing this thought with the heart-warming story of The Ugly Duckling. Having kick-started June with fun-filled activities and a recap of previous knowledge, this story takes them deeper into insights like empathy and acceptance of one and another just the way they are.

Math:

“Don’t count the days, make the days.” With Skip Counting, differentiating between Odd and Even numbers, and recognising the value of digits in a given number, Grade 1 is making each day count, delving deeper into the concept of Place Value.



Science: From learning the song “This little light of mine, I am going to let it shine” to

getting familiar with the various sources of light be it Natural or Man - made, Grade 1 learners are exploring a range of examples of various sources of light they see daily around them. Delving deeper, learning in Grade 1 becomes fun with a range of collaborative activities! It was impressive to see the young minds create their own version of the torch as a source of light.

GRADE 2

English:

'The Big Fat Giant', 'Fantastic Mr Fox', 'Magic Fingers', 'Esio Trot' - Can you find a connection here? Yes! These are all books authored by Roald Dahl. Grade 2 was introduced to the famous Roald Dahl. They watched a video to learn trivia about Roald Dahl, how he



always wrote only on a yellow paper, that he was a fighter pilot and fought in WWII. The learners of Grade 2 shall be learning to write their own stories using any character from Roald Dahl's work. The learners are currently focussing on painting a picture with their words, looking at the first element of a story 'Settings', using interesting adjectives. They shall be focussing on other elements such as, Characters, Dialogues, Story Sequencing in the weeks to come.



Mathematics:

Working in teams helps learners understand on a level that no teacher will be able to achieve. As they analysed and deciphered facts from the information given, they achieved

insights into the concept of place value. Growing up, for us adults, place value meant placing the number in its designated house. For our learners, figuring out why and how led them to understand what constitutes a number, thereby giving the number its real value.

Science:

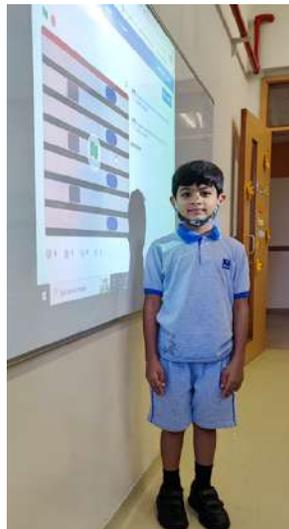
Our learners have been busy little scientists this fortnight. They used the scientific skills of observation, data collection and data analysis to understand the difference between living and non-living things. They also answered questions like what would happen if plants didn't have leaves. Being able to think critically is a great way for learners to explore the world around them and to appreciate their own ability to think.

GRADE 3

English:

“School bells are ringing loud and clear; vacation is over, school is here.” – Winifred C. Marshal

Back to school and adhering to routines is something learners are adjusting to. The joyful greeting they exchange each morning with their peers is evidence that they are enjoying school. Learners had a productive discussion about classrooms then and now while discussing historical fiction text. They were able to relate to the olden days classrooms with old fashioned desks and the privileges they have not just in the classroom but also in terms of technology. They all agreed that our circumstances do not define our learning, but the will to learn goes a long way to help us achieve our dreams. It was amazing to see them perform with confidence in their first ‘Show and Tell.’



Mathematics:

Revisiting the concept of place value and sequences got learners engaged in defining a sequence and finding the terms for a given sequence. They were also introduced to the concept of negative numbers. A few learners were able to explain that a negative number is a position on a number line while minus a number is a mathematical operation. Using negative numbers, learners were able to decide which is the warmest or coldest temperature in a given table.

Science: Understanding the importance of our organs and how each organ plays an important role or is in charge of a system was the main objective of the unit.

Learners were involved in creating different systems of the human body in a group activity. Creativity is what kids are born with. This is something a group with limited resources did when building the skeletal system. They used clay as an alternative to glue and assembled their skeleton. It leaves the teacher awestruck when 8 year olds can explain the circulatory system and name veins and arteries. Science and everyday life cannot and should not be separated. Their main learning was that the different systems work together to help the body function as a unit.

G.P: Grade 3 is coming to the end of a topic titled “Saving Planet Earth” where we have learnt about so many new and exciting things like how ecosystems are different, greenhouse gases, carbon footprints, and even endangered, extinct and threatened species. We also played a game to make sure everyone got to share what they learned by using the 1,2,3 method where learners would put up one finger if they thought the animal on the screen was extinct, two fingers if the animal is endangered, and 3 fingers if the animal is threatened. We also learned that dinosaurs have been extinct for millions of years. We have also learnt about waste segregation, and the difference between Reduce, Reuse and Recycle.

GRADE 4

English: After a month- long vacation, we got back to the world of classic tales. The learners were introduced to myths and legends and how they are an important part of the body of literature and culture. The learners learned to identify myths and legends and were also introduced to Greek mythology. On the more technical side, grade 4 was introduced to one aspect of Standard English and that is subject-verb agreement. They were made aware of the rules to be followed in writing, with regard to subject-verb agreement. These guidelines are essential for us to better our writing skills, as well as speaking skills. Another important aspect of writing is technique and in the past two weeks, learners were introduced to the ‘Show-don’t-tell’ technique. We used pictures to infer emotions and then relied on words and sentence structure to enable a reader to *see* what the character is feeling, without being *told*.

Mathematics:

I am driven by the irresistible pleasure I feel in repeating the same figures over and over, said the famous artist, MC Escher. They worked with mirrors to see how their names looked after reflection. They worked on lines of symmetry in different triangles and drew tessellations. The learners of Grade 4 worked on rounding decimals. They rounded up the heights of different animals in meters up to one decimal as well as their own to the nearest whole. They worked on 2D shapes and made real-life connections between triangles and the Eiffel Tower.



Science: A blooming flower means nature is beaming. Learners designed their own flowers with features that would attract insect pollinators. The learners learnt about the features of wind and insect pollinated flowers and designed one of their own. They predicted how flowers pollinate and observed four

flowers and counted the number of times insects visited these flowers. They designed their own seeds to show the different methods of dispersal by water, wind, animals, humans and explosions.

G.P. Grade 4 has finished a whole challenge on Fuel and Energy and has started a new topic titled "Keeping Healthy". We have learned some new words over the last few days like- "population" and "mortality rate" and supplemented this interesting new information with group work, where learners came together to tell us how they would change the world

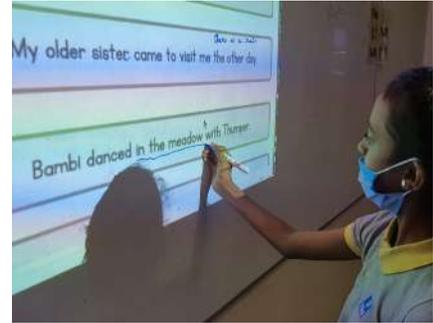
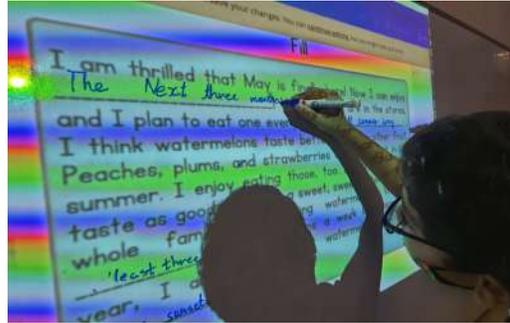
if they were leaders of the World Health Organisation. They were divided into groups, brainstormed different ideas and proposed them to the rest of the class. We also ended a class with “Exit Cards” where we all wrote 3 things we learned, 2 things we liked, and one thing we would change.

GRADE 5

English: Have you ever read a book that kept you wanting to read more and more? Have you come across a story that

takes you back in time and gives you a ticket to the past of a character? Such is the magical quality of a story. But what goes into making these stories so gripping and vivid? Among many others of course, they are Flashbacks and Foreshadows. The learners of Grade 5 were introduced to the techniques of flashbacks and foreshadowing in stories. We looked into how they are written, where they are written and the effect they have on a reader. The learners were then divided into groups, House-wise and had to write a flashback in a story.

They were also given a picture and had to write a paragraph foreshadowing the event displayed in the picture. The learners created a word bank comprising all their inputs of vocabulary that can be used in the task.



We then moved to grammar, focusing on phrases and sentences, how to tell them apart and extend sentences with phrases.

Mathematics:

Have you noticed patterns and sequences in our daily life? A list of maximum daily temperatures in one area for a month is sequences, stacking cups, chairs, bowls etc. Take seating around tables. Think about a restaurant. A square table fits 4 people. When two square tables are put together, now 6 people are seated. After discussing this, learners of

grade 5 enjoyed playing games using link cards, table sequence games and drawing sequential patterns after which they could count on and count back in steps of constant size, including fractions and decimals and make their own sequences using numbers. They learned how to identify different terms in a sequence by using the position to term rule or the term-to-term rule. They were also able to use the relationship between repeated addition of a constant and multiplication to find and use a position-to-term rule. They will move on to learn about special numbers or squared and cubed numbers

Science:

Is exercise important for us in our daily life? Can we live without it? How can we take good care of our bodies? We can answer these



questions only if we have some knowledge of how our bodies function. After learning about the human circulatory system, learners did some research on the circulatory system of other animals which they presented to the class in groups. A few learners made charts which explained the circulatory systems of a frog, bird and fish. Some of them got together to make a PPT on the circulatory system of a horse which they enthusiastically presented to the class. This enabled the learners to share their knowledge with their peers as well as learn from them. We moved on to learning about the human respiratory system. Learners investigated their breathing rate by counting the number of breaths they took in a minute using a stop watch. Then they did a few minutes of exercise and counted their breath per minute once again and came to the conclusion that exercise increases your breathing rate and had an intense discussion about it.

G.P.

Has the world's population distribution changed much over time? Learners explored to find out the elements of population dynamics in the unit on 'Family And Demographic Change' and realised that the demography of countries have changed overtime because of various factors. They also analyzed and evaluated different ways to take care of elderly people.

With that, we end this edition of the Newsletter. Be back soon!

Regards

The Gera School