



The Gera School Newsletter

6th July 2024
(Nursery – Grade 5)

The Power of Positive Self-Talk

Dear everyone,

Who do you think we should talk to the most? It's not our friends or family, but ourselves. Our inner dialogue shapes how we perceive the world and ourselves. But are we mindful of our inner dialogue? Do we notice whether our inner words are negative or positive?

Positive self-talk is the practice of speaking to ourselves in an encouraging and uplifting way. (e.g. telling ourselves *"I am capable"* instead of *"I'm not good enough"*, or *"I can do this if I try"* instead of *"I can't do this."* It's a technique anyone can use to replace negative self-talk and negative beliefs with positive ones, leading to improved self-confidence, greater self-esteem, and better mental health.

I've seen first-hand how positive self-talk empowers children to believe in themselves and face challenges with confidence. This habit cultivates resilience and a growth mindset.

I remember a moment with a child who was struggling with a challenging Math problem. Frustration was mounting, and negative words started creeping in: *"I can never do this. It's too hard."* I gently nudged him, "What if we say, *"I can figure this out with practice."* ? Let's try it together.' Slowly, the tension eased as we shifted our focus to what was possible rather than what seemed impossible.

Here are some tips that might help us in our parenting / mentoring journey:

- **Lead by Example:** Children learn from what they see. Model positive self-talk in your own life, especially during moments of difficulty or stress.
- **Make it Routine:** Incorporate affirmations into daily routines, such as during breakfast or before bedtime. Consistency helps reinforce positive thinking.

Two rituals that we could make a part of our routines are:

- a) Reflecting on gratitude at the end of the day. This way we focus to what we have (abundance and blessings) rather than what we don't have (lack or scarcity mindset).
- b) Using affirmations: Sometimes, starting each day with affirmations such as, 'Today I will be brave' or "I will learn something new" or "I will be kind to others" set a positive tone for the day ahead and deepen our connection as a family and a community.

Let us witness magic unfold as these practices nurture resilience and a positive outlook in our children and in ourselves because the words we speak to ourselves shape the lives we lead.

Warm regards,

Ms Shivangi Reja,
Early Years Coordinator

EVENTS

SAO JOAO

The Sao Joao festival was celebrated on June 24, 2024, to honour the birthday of St. John the Baptist. The purpose of celebrating this festival was to educate students about this unique local festival celebrated exclusively in Goa and is connected to the monsoon season. The students attended a brief Assembly where they learned how locals celebrate the festival. During art class, they made paper copels, traditional tiaras typically crafted from fresh seasonal flowers. The students also enjoyed snacking on seasonal fruits like bananas, apples, and their favourite, mangoes.



VAN MOHATSAV



Our youngest learners celebrated Van Mahotsav, the festival of trees, on July 5th! The UKG students kicked off the event with an adorable role-play, followed by a special guest speaker, Ms Velsina. Ms Velsina explained the importance of trees for our environment and how we can care for them. The children then got creative with a fun craft activity. To top it all off, each class adopted a plant, promising to nurture it and grow alongside it!

SPLASH DAY

Our young learners had a blast celebrating Splash Day on June 28th! Splash Day provided the perfect opportunity for our young learners to enhance their motor skills, hand-eye coordination, and social skills through engaging water play. The event aimed to promote physical activity and teamwork, all while having fun in the sun. By the end of the day, smiles and laughter echoed through the school, making Splash Day a memorable

experience for everyone involved.



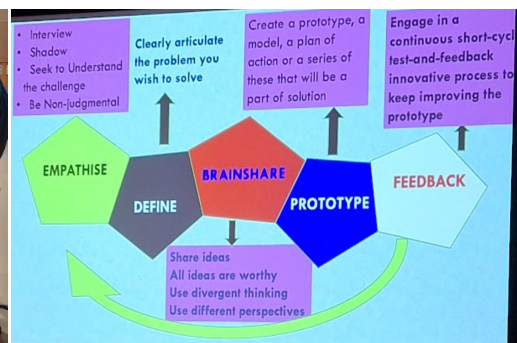
ART COMPETITION



Our young artists from Grades 1 to 5 recently participated in their first Art Competition of the year, showcasing their skills and techniques in Gond Art and Bhil Art. This competition highlighted the unique characteristics of these two traditional Indian art forms. Gond Art is known for its well-defined contours and the extensive use of dots, dashes, and lines, creating intricate and detailed patterns. Bhil Art, on the other hand, uses a variety of coloured dots to create impressions that resemble aboriginal art. While both art forms might appear similar at first glance due to the use of common motifs, their distinct techniques and styles were clearly visible in the students' works. The competition not only allowed the students to demonstrate their artistic abilities but also provided them with a deeper understanding and appreciation of these traditional art forms. It was a wonderful opportunity for them to explore their creativity and express themselves through art.

STAFF WORKSHOP

This fortnight, Life Skills took centre stage as on both working Saturdays, the teachers underwent intense training sessions on the Life Skills programme which is one of the



cornerstones on which the school is built. First, Ms. Charlene, our Life Skills Coordinator, along with our Principal Mr. Joseph conducted a session to help the teachers arrive at a

clear plan of action to insert Life Skills into their respective subjects. This session enhanced the clarity about the Life Skills programme and enabled teachers to choose from the array of skills at their disposal. The Principal, Mr. Joseph, then conducted an insightful session as part of our initiative to include Life Skills in the curriculum. The workshop focused on Design Thinking and its five pillars, providing a structured approach to addressing any problem or situation. The five pillars of Design Thinking were introduced, Empathize, Define, Ideate, Prototype, and Test. These stages guide individuals through understanding and solving problems with a 'user-centred' approach. The session also highlighted the crucial differences between Reacting and Responding. The workshops were an enriching experience, equipping staff with valuable skills to approach challenges thoughtfully and creatively.

ANNUAL GENERAL BODY MEETING

The school Annual General Body Meeting was held on Friday, 28th June at 2:30 p.m. in the school Auditorium. The school had received 5 fresh nominees for the year 2024-2025 and was elected unopposed to the Working Committee 2024-2025. The nominees introduced themselves and outlined the ways in which they would contribute to the school and the PTA. The following parents are the Working Committee members for the year 2024-



2025: Ms Aafreen Hasan (Early years), Ms Veolla Dias (Grades 1 & 4), Ms Liesel Duarte (Grades 2 & 3), Ms Femina Andani (Grades 5 & 7) and Ms Maithili Kulkarni (Grades 9 & 10) along with existing Working Committee members Ms Latika Gulyani (Grade 6) and Ms Radhika Rajani (Grade 8).

NEWS FROM THE SPECIALISTS

MUSIC

NURSERY

The nursery recently enjoyed excellent music sessions. They started with hand percussion instruments like egg shakers, maracas, and tambourines, learning to play fast and slow tempos, and when to stop, be silent, and play soft or loud. They also practised singing while playing their instruments, using high and low pitches, as well as long and short sounds. The following class introduced them to the keyboard and self-expression using the keys.



LKG

Students of LKG were introduced to melody and notes on the keyboard. They practised singing the major scale in the key of C, including skipped notes, and sang songs like "Twinkle Twinkle" and "Do Re Mi." Each student then took turns at the keyboard to play the notes and express them.



UKG

The students of UKG learned how to clap along to the rhythm of the songs they sang. They practised clapping faster as the words sped up and in tune with the melody. They were then divided into groups, boys and girls, and each group had the chance to sing a song while clapping along with its rhythm.



GRADE 1

Grade 1 worked on their percussion playing, where they learned to play hand percussion to the rhythm of the song, going louder or softer when required. This taught them to sing and play simultaneously and also to be aware of softer parts of the song along with slower parts or louder parts.



GRADE 2

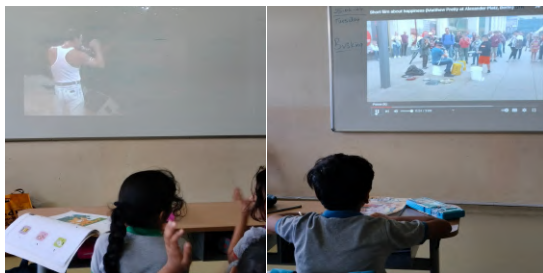
Students of Grade 1 were given two fabulous sessions using percussions. In the first session, they were given hand percussion and asked to play different note values. They were then divided into groups and given 2 Bar motifs to play to see their understanding of note values. As of now the note values taught are Semibreve, Minim, Crotchet and Quavers.



The next class was full of fun, as a competition was held between groups. Here the groups chose a leader, who then led his/her group in using short melodic motifs to sing and play and dance too.

GRADE 3

Grade 3 has started on their music theory books, after the past classes on note values. They were given exercises to be completed in their books and they have done very well.



They were then given video presentations on music performances. The first, showcasing the Live Aid Concert, the Band Queen and the impact their Talismanic singer Freddie Mercury had on the huge crowd that attended the concert.

The next performance was about a street performer, also known as a Busker. The students saw how the performer used everyday utensils and buckets to showcase his abilities.

GRADE 4

The students of Grade 4 have been working on their vocal exercises and have been showing great improvement. They have now learned to move up and down the scale without cues from the keyboard. They have also been learning the Swaras (notes) of Hindustani music and singing the scale. We've practiced movements using various Swaras. Finally, students have been moving forward in their theory workbooks, focusing on note types and values.



GRADE 5



Students of Grade 5 have been focusing on the song "Hum Honge Kamyab". We've added harmonies, and students were given the opportunity to play instruments accompanying the group. A few students who have been learning keyboard accompanied the class using simple chords. Some students also used the djembe and bongos. Students are continuing to study music theory, and have been studying note types and values using their workbooks.

DANCE

NURSERY



In dance class, the Nursery students were asked which of their five sense organs they use the most when dancing. They responded, "Our eyes and our ears." We danced to "Listen and Move" and the "Sticky Bubble Gum" song. Additionally, we had a dance activity where they had to carefully watch the teacher's movements and try to imitate her. It was quite a challenge, but it was fun.

LKG

In dance class, the LKG students demonstrated their understanding of how plants grow from the soil. The activity involved steady, controlled, and deliberate movements. Students first crouched down like tiny seeds on the dance room floor. As the designated gardener "watered" them one by one, they rose up, stretching into flowering bushes or trees. Some identified as sunflowers, others as roses, and some as trees. The rule they had to follow was to remain rooted to the spot while moving with the music.



UKG



In UKG, the students participated in a similar activity with the gardener and trees. They engaged in a dance activity simulating movements as if they were in a pool of water. This required their movements to be more fluid and floaty. Some students who grasped the instructions created interesting shapes and movements with their bodies.

GRADE 1

Grade1 dancers are learning a new Dance Routine to the song-Learning To Fly by Sheppard. They are very enthusiastic about learning the choreography

and have picked the first few counts successfully but still have a bit to go.



GRADE 2

Grade 2 students were taken through a dance challenge that required them to have good balance and mobility. Most of the students completed the challenge with ease but a few need to work on these aspects. Students had to cross their arms over their chest and move into a sitting position on the floor then go back into a standing position without the use of their arms to help them. They are also learning the same choreography to the song “Learning To Fly” by Sheppard.



GRADE 3

As we continue to work on learning more semi- classical dance steps, students of Grade 3 were taught simple choreography involving all the steps we learnt so far.



GRADE 4 & 5

In a bid to find the right dancers to take part in the dance performance for Independence Day, all students of Grade 4 and 5 were taught the initial parts of the dance routine and based on their abilities, selected for the same.



DRAMA

NURSERY

The Nursery children are growing more comfortable in expressing themselves during drama classes. We participated in activities that helped us convey emotions and body movements through acting. The children thoroughly enjoyed creating sentences and learning how to display different expressions and movements.



LKG

In LKG, the children had a great time creating unique and interesting characters. They used their imagination to bring their characters to life, and each child was encouraged to act out their character for the class. We mimicked each child's character in the class, and afterwards, the children beautifully sketched their character ideas and coloured them.



UKG

In UKG, we worked on developing unique and creative characters for a Frog. The children had a great time using their imaginations to bring their characters to life. The children shared their character with movements and expressions with the class. Next, they drew a picture of their character and wrote one line. This helped us visualize our characters and think about their personalities and appearances.



GRADE 1

The theme for the Drama class was Creating A Character. We began by brainstorming and sketching different types of characters for a Frog. Each student thought about what makes a character interesting – their hobbies, favourite food, fears and dreams. Next, we participated in an exercise "Character Walk" where we walked around the room as our characters, thinking about how they would move and interact with others. This helped us embody our characters physically.



GRADE 2

In Grade 2, the students developed fun characters with short storylines. Each student was encouraged to use their imagination, creativity, humour and sketch ideas for their character along with a description of the scene. We had a fantastic time brainstorming and sharing various characters and scenes in class. We eagerly wait to hear the students' completed work in the next drama session.



GRADE 3

In Grade 3 the students are creating a comic strip around their character. The students were asked to create a short story and draw more pictures in the form of a comic strip in order to explore their character's adventures. The students are working on their storytelling skills with the help of movements, voice modulation and expressions for the next drama class showcase.



GRADE 4

Grade 4A and 4B students were involved in warm-up activities with the purpose of fostering Collaboration and Teamwork. These activities also assist in strengthening Communication Skills, Improved Verbal and Non-verbal communication skills, including Active Listening and effective expression of thoughts and emotions. The overall aim is to create a comprehensive learning experience that not only enhances students' theatrical skills but also fosters personal growth, social skills and critical thinking abilities that are valuable both within and beyond the realm of theatre...



GRADE 5

The auditions for the selected musical play Press Start are complete and so is the casting. As we await the start of Annual Day practices, we continue to read in character. For the moment the students are being taught Acting Techniques such as voice projection, articulation, gesture and movement, enhancing performers' skills in delivering believable and engaging performances. Another important aspect being focused on is Character Development. Major and minor role players are learning how to create and embody characters with unique personalities, backgrounds and motivations, fostering creativity and imaginative thinking.

ART

NURSERY

children explored the concept of lines by creating their own rail tracks using blue paper strips. They practised fine motor skills by sticking the strips onto paper to form straight lines. They are also learning how to use the glue stick correctly for applying glue. The children had a great time learning these skills, and their work is still in progress.



LKG

The students enjoyed creating paper collages. Learning to tear and stick papers is more than just a craft activity; it's a fundamental developmental exercise for children. This time, they created clouds to reflect the monsoon season and also learned the basics of mosaic style.



UKG

The UKG students enthusiastically learned how to colour curved shapes using oil pastels, exploring a cool colour palette. Guided by cloud-shaped cut-outs, they practised colouring within the lines, which enhanced their fine motor skills and artistic expression. Adding to the excitement of the monsoon season, was the sticking of raindrop cut-outs, integrating creativity with seasonal learning.



GRADE 1

Grade 1 students had a delightful experience learning the traditional Gond art style. They enthusiastically created birds, exploring intricate designs and patterns within the bird shapes. Guided by the vibrant colour characteristics of Gond art, they learned to use different hues to create appealing colour schemes. The students thoroughly enjoyed immersing themselves in this unique Indian artistic tradition, combining creativity with cultural exploration. This hands-on activity not only fostered their artistic skills but also sparked their interest in diverse global art forms, making learning both educational and enjoyable.



GRADE 2

Grade 2 learners explored the vibrant and intricate world of Indian Gond art. Gond art, known for its rich use of colour and detailed patterns, provided a wonderful opportunity

for our young artists to express their creativity and learn about a unique cultural tradition. As part of this exploration, the students participated in an art competition, where they showcased their newly acquired skills and artistic flair.



GRADE 3

Our Grade 3 students recently delved into the captivating world of Gond art, a traditional Indian art form celebrated for its intricate patterns and vibrant colours.



This exploration allowed the students to learn about the cultural significance and storytelling aspects of Gond art, enhancing their appreciation for global artistic traditions. To cap this enriching experience, the students participated in an art competition, showcasing their unique interpretations of Gond motifs and designs.

GRADE 4

Grade 4 learners had the wonderful opportunity to explore Bhil art, a traditional art form from India known for its distinctive use of dots and vibrant storytelling. Through this artistic journey, students learned about the cultural significance of Bhil art and the traditional techniques used by Bhil artists. To celebrate their newfound knowledge and skills, the students participated in an art project where they created their own pieces inspired by Bhil motifs and patterns.



GRADE 5

Fifth grade students embarked on an enriching journey into the intricate world of Gond art. They delved deeper into this traditional Indian style by creating not only



birds but also trees adorned with detailed designs and patterns which are characteristic of Gond artistry. This hands-on exploration not only enhanced their artistic abilities but also broadened their cultural horizons, fostering a sense of connection to global heritage through creative expression. They used mediums such as poster colours, watercolours, black pens to create patterns and designs. The students thoroughly enjoyed immersing themselves in this Indian artistic tradition.

CIRCLE TIME / LEADERSHIP CURRICULUM

GRADE 1

This fortnight, our Grade 1 students had an exciting time learning about teamwork through some engaging activities. They played a fun True or False game with statements about working together. The students eagerly participated, demonstrating their understanding of the importance of collaboration. The students enjoyed a drawing activity where each student took turns adding to a single picture.



This collaborative drawing game not only showcased their creativity but also highlighted the power of teamwork as they worked together to create a masterpiece. The students did an excellent job, showing great cooperation and support for each other!

GRADE 2

Our Grade 2 students had a fantastic session focused on teamwork. They began with a True or False game featuring statements about working together. The students were enthusiastic and engaged, showing a strong understanding of the concepts of collaboration and respect. After the True or False game, the students participated in a collaborative drawing activity where each student took turns adding to a single picture.



This creative exercise not only demonstrated their artistic skills but also emphasized the importance of teamwork. As they contributed to the drawing bit by bit, the students showcased their ability to cooperate and support one another, resulting in a beautiful collective artwork. Their teamwork and creativity were truly impressive!

GRADE 3

Our Grade 3 students explored the theme of teamwork through a series of activities. They started with a True or False game featuring statements about working together. The students were thoughtful and eager, demonstrating a good grasp of Teamwork and

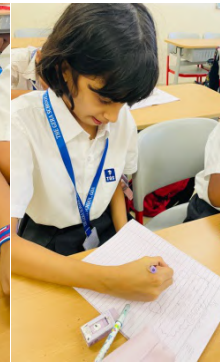
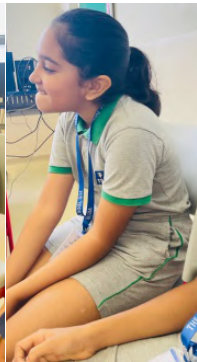
Cooperation. After the True or False game, the students took on a puzzle challenge. Each student received a piece of a puzzle, and they worked together to complete it. This activity was a fantastic way for them to practice problem-solving and cooperation.



The learners of Grade 3 have set goals that they will work through this year. It is easy to state what one wants to do but when you go through a process wherein you also evaluate possible challenges and triumphs, the end result will be much more productive. It's taken a month but now these young learners have goals that they definitely will be able to achieve.

GRADE 4

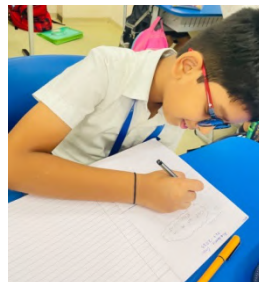
Circle Time has been very exciting and the learners of Grade four are learning the importance of turn taking using a talking toy. They have reflected on some good questions this fortnight like "If you could breathe



underwater, what's the first thing you would do?" We definitely have some budding environmentalists in the bunch. During Leadership Curriculum classes, our young learners have understood what SMART-C goals are and what the difference between academic and personal goals are. They have set their academic and personal goals for the year.

GRADE 5

Circle Time classes have been very engaging and learners have been in deep reflection on topics that require them to think about themselves in connection with nature. Our learners have very articulately spoken about their connection with the oceans. During Leadership Curriculum classes this fortnight, learners have used the concept of SMART-C goals to create an academic and personal goal for them to achieve this year.



ICT

GRADE 1



Our Grade 1 learners enthusiastically identified and spelled the main parts of a computer, such as the monitor, keyboard, CPU and mouse. They recently had an exciting adventure in the ICT lab! During their visit, they explored various parts present in the lab, sparking their curiosity and interest in technology. Additionally, they learned about the essential agreements to be followed in the ICT lab, ensuring a safe and respectful learning environment.

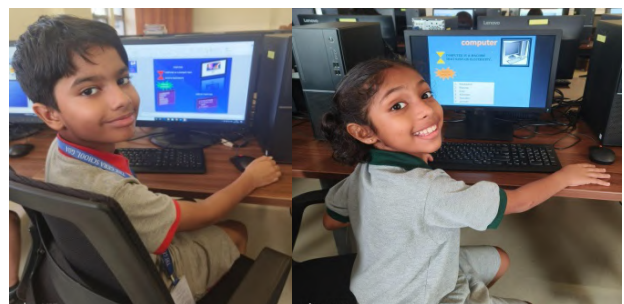
GRADE 2

Our Grade 2 learners have been busy working on exciting lab activities! They recreated a given poster and designed birthday cards for their friends using MS Word. This hands-on project allowed them to demonstrate and enhance their skills, utilizing various tools within the software.



GRADE 3

Our Grade 3 learners have been mastering their PowerPoint skills! They learned how to apply transitions to slides and animate various objects, adding dynamic elements to their presentations. In a recent lab activity, they demonstrated these skills by recreating and enhancing a slide displayed on the projector screen. Utilizing various tools within the software, they showcased their creativity and technical proficiency.



GRADE 4

Our Grade 4 learners have been diving into the world of computer networks! They learned to define what computer networks are and explored the various benefits they offer. The students also identified and defined different types of networks, such as LAN, WAN, MAN, and PAN, understanding their uses in various scenarios. Additionally, they studied the two main types of network connections: Wired and Wireless.



GRADE 5

Our Grade 5 learners have been introduced to the four golden rules for conducting a basic search using a search engine. They practiced these rules while carrying out searches for various queries, honing their research skills. Additionally, they delved into the four steps involved in the background process of a search engine, learning how a spider (a software program) crawls and gathers information. This knowledge has given them an understanding of how search engines work, enhancing their ability to find and use information effectively.



PRIMARY UPDATES

FRENCH

GRADE 1

This fortnight, the Grade 1 French learners spent a considerable amount of time in class practicing speaking and pronunciation. Through this, they were able to analyze and compare the phonetics of the French and English alphabets, deepening their understanding of both languages. Additionally, the students learned to respond to the common French greeting, "Comment ça va?" (How are you?) with a variety of expressions such as "Ça va bien" (I am fine), "Ça va très bien" (I am great), "Ça va mal" (I am not feeling good), and "Pas mal" (Not bad, I'm okay). They practised expressing themselves using these phrases and incorporated them into classroom interactions. The learners also began to expand their vocabulary by associating letters of the alphabet with corresponding words. For example, they learned "A comme aéroport" (A as in airport) and



"B comme bébé (B as in baby)..." as they continued their journey in mastering the French language.

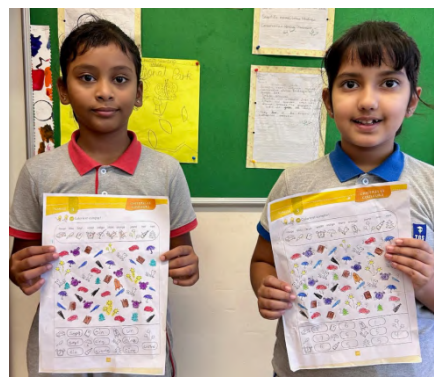
GRADE 2

This fortnight, the Grade 2 French learners began an exciting exploration of French grammar by learning subject pronouns. They have been introduced to the French equivalents of "I," "You," "He," "She," "We," "You all," and "They," specifically: Je, Tu, Il, Elle, Nous, Vous, Ils/Elles. Through various engaging activities, the learners demonstrated these pronouns and learned how to place them correctly in sentences. Our focus started with the verb "être" in its singular forms, where the students learned to conjugate and use it. They can now confidently say "Je suis" (I am), "Tu es" (You are), "Il est" (He is), and "Elle est" (She is). Moving forward, they are applying this knowledge to construct simple sentences using "être" alongside new adjectives. For example, they have created sentences like "Elle est belle" (She is beautiful) and "Il est gentil" (He is kind). This practice not only enhanced their understanding of subject pronouns and verb conjugations but also expanded their vocabulary in a fun and meaningful way.

GRADE 3

In Grade 3, students have been actively honing their language skills through engaging in meaningful conversations where they have been sharing personal information, expressing emotions, and practicing polite interactions. They have also integrated simple polite phrases such as "Tu es gentil" (masculine) / "Tu es gentille" (feminine), which enhances their ability to engage in courteous conversations.

In addition to these conversations, they have reinforced their understanding of colours and numbers 1-20 with targeted worksheets that strengthen spelling, word unscrambling, and accurate identification. Furthermore, students have been cultivating their writing abilities by creating their own dialogues. This creative exercise not only sparks imagination but also deepens their understanding of how language is structured and used effectively. Moreover, they were introduced to subject pronouns in French, establishing a strong foundation for the exploration of the verb "être" (to be).



GRADE 4

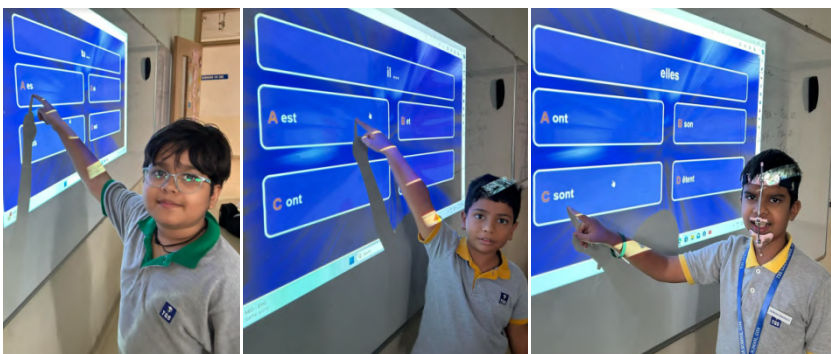
In Grade 4, students have further explored vocabulary related to personal traits, thereby enriching their language repertoire. Through engaging activities, they have strengthened their



reading comprehension skills by interpreting short descriptive texts about family members and their unique attributes. Furthermore, students were introduced to vocabulary concerning family members. They have created their own "arbre généalogique" (family tree), where they identified and briefly described their relatives. This exercise has allowed them to practice constructing simple sentences using adjectives correctly in terms of gender and number. Additionally, they have learned possessive pronouns in French, such as "mon" and "ma." Overall, these activities have not only expanded their vocabulary but also enhanced their ability to effectively communicate descriptions of both physical appearances and personal characteristics in French.

GRADE 5

Grade 5 students have expanded their exploration of vocabulary related to personal characteristics. Through dynamic and immersive activities, they have not only strengthened their reading comprehension skills but also honed their ability to



interpret concise descriptive texts about family members and their unique qualities. Furthermore, students were introduced to an expanded vocabulary concerning family members. They have meticulously constructed their own "arbre généalogique" (family tree), detailing and characterizing their relatives in brief narratives. This exercise has provided invaluable practice in formulating grammatically correct sentences using adjectives that align with the gender and number of the nouns they modify. Additionally, they have learnt the use of possessive pronouns in French, namely "mon" and "ma" to present their family members.

HINDI

GRADE 1

In Grade 1, learners embarked on a journey of linguistic discovery through a unique blend of video presentations and interactive games centered around 'swars' (musical notes or sounds in Indian classical music). This innovative approach not only captivated their attention but also fostered crucial teamwork skills and enriched their vocabulary and fluency.

For instance, during one session, students selected a specific 'swar' and engaged in a game where they created new words associated with it. Through this process, they not only learned to associate sounds with meaningful vocabulary but also collaborated effectively with their peers.

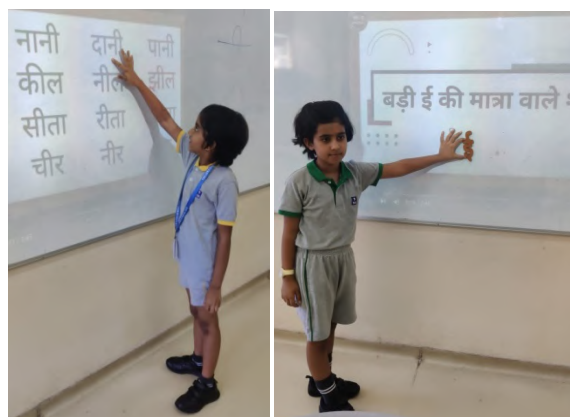


Furthermore, the exercise significantly enhanced their vocabulary and fluency. By associating sounds with words and actively participating in the creation of new vocabulary, students not only expanded their linguistic repertoire but also gained confidence in expressing themselves fluently.

GRADE 2

In Grade 2, students explored the concept of 'matras' through a structured approach involving video presentations and interactive group activities. This method aimed to enhance their analytical thinking skills and improve their fluency in learning new vocabulary.

Furthermore, the collaborative nature of the activity fostered teamwork and peer learning. Through the use of multimedia resources such as video presentations, educators effectively catered to diverse learning preferences and ensured a comprehensive learning experience.



GRADE 3

In Grade 3, students explored various emotions using a creative approach involving emojis in the chapter titled 'Hansi kho gayi'. During this activity, learners were tasked with selecting an emoji and forming a sentence that expressed the emotion depicted. Furthermore, students were encouraged to act out the chosen emotion.

Through this interactive exploration, students not only expanded their emotional vocabulary but also honed their ability to perceive and respond to others' feelings, thus developing crucial social-emotional skills. The activity facilitated a dynamic learning experience that encouraged active participation and mutual understanding among peers.

In summary, the integration of emojis to explore emotions in Grade 3 not only enhanced students' linguistic and expressive abilities but also nurtured their capacity for empathy and emotional intelligence. This approach not only made learning enjoyable and relevant but also contributed to a holistic development of students' social and emotional competencies.



GRADE 4

In Grade 4 students explored the concepts of the sun and solar eclipses through a chapter titled "Aaj meri chutti hai". Using a video presentation, learners gained insights into the occurrence of solar eclipses and the sun's pivotal role in the water cycle, facilitating rainfall on Earth. During this activity, students enthusiastically took turns to explain these phenomena in their own words.



GRADE 5

In Grade 5, students explored the contrast between good and evil in a chapter titled "Sachchi Jeet". Through role-playing activities inspired by the chapter, they immersed themselves in scenarios depicting individuals with virtuous and malevolent qualities. This interactive approach enabled them to gain deeper insights into the advantages of choosing goodness and understanding appropriate behaviours and responses in various life situations.



P.E

NURSERY

Our Nursery class focused on developing motor skills, crucial for tasks like walking, balancing, and crawling. The children enjoyed obstacle courses to practice walking and balancing, and fun crawling exercises to strengthen their torso and arm muscles. These activities have greatly helped improve their physical development and coordination.



LKG

Our LKG class focused on fundamental movement skills, developing the ability to move the body in coordinated ways for physical tasks. Yoga also played an important role, with students practicing poses like the tree pose, triangle pose, and lotus pose. These activities have greatly enhanced their physical coordination and balance.



UKG

UKG class focused on improving coordination and motor skills through scarves activities. Using scarves in P.E. is an ideal way to get kids active and engaged in their learning. The students practiced various manipulative skills, such as tossing, catching, and juggling with scarves, which enhanced their physical development and coordination.



GRADE 1

Bib grab is a great warm-up or a warm-down activity to get players moving around the area to gently warm up muscles. Also, learners were actively engaged in Scavenger hunts which encouraged problem-solving skills and critically and creatively complete challenges in finding hidden treasures.



GRADE 2

The skills learned from team games or activities are important parts of personal and group development in



learners. The focus of P.E. has been to engage learners in team games to help learners work on developing the skills like Problem Solving, Cooperation, Leadership and Creative Thinking, to name some.

GRADE 3

Throwing for accuracy — Throwing at targets can be a great practice. During P.E. class the learners were actively engaged in throwing activity (under arm) bowling and shuttle running with obstacle courses.



GRADE 4

Team building is a collective term for various types of activities used to enhance social relations and define roles within teams. Activities like gym ball and escape room were part of P.E.



GRADE 5

Sports maintain or improve physical ability and skills. It is an activity that requires physical actions and skills where individuals and teams compete under a set of rules. During P.E. class activities like Bib Grab, learners were actively engaged.



LIBRARY

GRADE 1A

Book Talk:

The main purpose of a book talk is to grab the audience's attention and make them want to read the book. It gives an idea of the plot, characters or the theme of the book. Students were asked to talk about the book that was issued to them. This also helps to keep a check on the reading that they do.



NEWS FROM THE EARLY YEARS SECTION

NURSERY

LITERACY

The learners were introduced to the letter 't' through the story 'Terence the Turtle's New Home.' They participated in a classroom letter hunt to further engage them, searching for letter 't' pictures.



Additionally, they reinforced the letter sound 'a' through creative activities. The tiny tots' sorted pictures of items starting with 'a' and 't' and coloured worksheets featuring the letters 'a' and 't' to practice letter sound picture association. They also decorated a teapot template by sticking paper confetti onto it and practised paper tearing to create a tree around the letter 't'. Furthermore, they practised letter formation by tracing the letters on sensory pouches and in sand. These enjoyable activities not only captivated the children but also helped to enhance their fine motor skills and listening skills as they followed step-by-step instructions.

NUMERACY

The Nursery class are progressing well in their numeracy journey. They were introduced

to the numbers 2 and 3. Students played the 'I Spy' game to spot numbers 2 and 3 in class and around them in school. Learners engaged with various manipulatives to quantify these numbers, which significantly enhanced their understanding.



In addition, the children were introduced to the 2D shape of a square through the engaging story of "Gretta the Cracker Biscuit". They actively participated in creating their own squares using popsicle sticks, learning that a square has four equal corners and four sides. This hands-on activity helped solidify their grasp of the shape's characteristics. Overall, the children are showing great enthusiasm and comprehension in these foundational areas of their learning.

UNDERSTANDING THE WORLD

The learners were introduced to three of their five senses: sight, smell, and touch. To enhance their understanding, the students went on a nature walk where they observed and described various objects, focusing on colours, shapes, and movements. In class, the story "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr. and Eric Carle was introduced to further illustrate the sense of sight.



To explore the sense of smell, the learners engaged in an activity where they sniffed various items and categorized them as having pleasant or unpleasant odours. They used descriptive words such as stinky, disgusting, pungent, and sweet to articulate their experiences. This activity not only enhanced their vocabulary but also sharpened their olfactory senses.

The students also played a 'Guess the Sound' game to understand the sense of hearing.



This game helped them distinguish between different types of sounds and understand

the nuances of auditory perception. Moreover, the students learned about practices to take care of these three senses.

LKG

LITERACY

The lower kindergarteners are mastering letter formation for S, A, T, P, I, and N, and associating words with their sounds. They're enjoying letter songs and practicing letter names and sounds, making literacy learning fun and engaging.



NUMERACY

Our LKG students have delightfully mastered the days of the week and months of the year through enchanting rhymes and songs. Their exploration of 2D shapes has made their learning journey engaging and interactive, marking a wonderful achievement!



In another remarkable feat, the LKG students have diligently learned to trace numbers 1 to 5. Their focused practice and enthusiasm have turned this fundamental skill into a delightful and rewarding accomplishment.

UNDERSTANDING THE WORLD

The Lower Kindergarten students have completed learning about the four seasons and are now exploring their new theme, "Stages of Growth." Exciting learning adventures await as they dive into the fascinating journey of development.

The students embarked on an enlightening journey, delving into the stages of growth. Through engaging activities and captivating lessons, they explored the transformations that occur as we grow, sparking curiosity and excitement about their own development.



UKG

LITERACY

The UKG students reviewed letter sounds and practised blending and reading three-letter words. They were introduced to the two-letter digraph <ie> and engaged in activities to identify and associate these sounds with spoken words. Additionally, they are learning to blend and read four- to five-letter words containing <ie> sounds and practising writing them within four lines.

Aligned with the ongoing theme of 'Humans,' the students learned the poem "I Look in the Mirror" and listened to the story "The Rainbow Fish," which taught them about sharing and kindness. They were also introduced to some tricky/sight words and practised recognizing and using them to frame sentences.



NUMERACY

This month, our young mathematicians (Ages X-Y) embarked on a playful journey exploring numbers 0-10 through engaging activities that solidified their foundational math skills.

Teamwork was on display in the "Number Line Relay Race," where they raced to complete a number line, putting their counting and missing number identification to the test.

Using flashcards with various formats (numbers 0-10, ten frames, dominoes, and random dots), children practised comparing sets and mastered concepts like "less," "more," and their differences with word cards like "greater than," "fewer than," and "the same as."

The mystery of odd and even numbers was unveiled through fun activities, allowing them to identify odd numbers and even numbers.

Teamwork shone again as they participated in a number word sequencing game, placing number words (0-10) in the correct order on a blank number line, and completing a ten-frame activity to solidify their understanding.



UNDERSTANDING THE WORLD

The unit "Living Things" came to an end with a creative and engaging presentation activity! Students transformed into living or non-living things, bringing their chosen subjects to life. Whether through imaginative costumes or captivating skits, they showcased their understanding by explaining their selections and the characteristics that defined them.



Humans

The students were introduced to the new theme of 'Humans,' where they learned about the basic functions of the human brain and lungs. They were excited to see the model of the brain and its different parts and were equally amazed by how the lungs work and assist the human body. They were able to understand and explain the characteristics of the brain and lungs in simple terms.



PRIMARY UPDATES

GRADE 1

ENGLISH

The young learners built on their grammatical concepts. They looked at verbs and verb forms to describe events in both the present and past tenses; extending their understanding to recognise verb tenses in writing and to caption images. Additionally, the students expanded on their understanding of text punctuation and conjunction usage to produce lengthier sentences. Using a show-and-tell, the students talked about their favourite toy building on their speaking and presentation skills.





MATH

This fortnight the learners of Grade 1 embarked on an exciting journey - learning numbers to 100. This foundational math skill sets the stage for a lifetime of numerical fluency. They explored the concepts of sequencing numbers, more than, less than and estimation. This was done through engaging activities like counting objects, using the number grid/ number line, Count and Clap and other interactive tools that kept them entertained while they practised counting and recognising numbers.



SCIENCE

Following up on the topic of Shadows, our Grade 1 Science enthusiasts learnt about how the sun appears to move across the sky. They explored where the sun rises and where it sets and where it will be at mid-day. They also explored how these movements change the length and position of their shadows throughout the day. Additionally, they delved into the fascinating world of electricity, learning about different ways electricity is made and used, sparking their curiosity about how things light up and work around them.



GRADE 2

ENGLISH

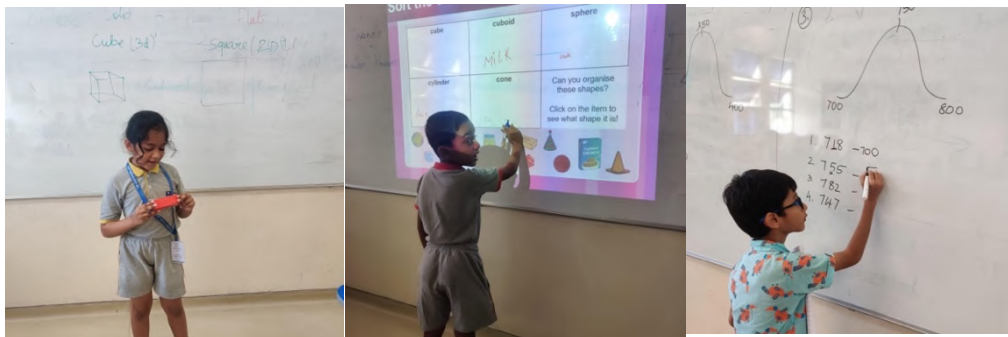
Over the past two weeks, Grade 2 students have explored speech marks and dialogues, learning how to sequence a story using the story mountain framework. They participated in an exciting, team-based activity of sequencing

cards, which enhanced their teamwork and time management skills. These activities are crucial for building vocabulary and boosting creative writing, helping students express their thoughts clearly and imaginatively. The hands-on experience not only deepened their understanding but also ignited their creativity and enthusiasm for storytelling.



MATH

Our primary focus this fortnight was on Geometry. The learners had a fantastic time learning about different shapes using colourful blocks. They worked individually and in groups to identify, build and compare shapes such as squares, rectangles, triangles and circles. Some learners also came forward and spoke about their favourite shape.



SCIENCE

In this exciting edition, we're going to dig deep into the world of Rocks and Materials. Rocks are all around us, from the ground we walk on to the mountains we see in the distance. Our second Graders have been learning about different types of rocks and how they are formed. There are three main types



of rocks - igneous, sedimentary, and metamorphic. Igneous rocks form from cooled lava, sedimentary rocks form from layers of sand and other materials, and metamorphic rocks form from existing rocks that have changed due to heat and pressure.

Some interesting facts:

- The oldest rocks on Earth are over 4 billion years old!
- Glass is made from sand, which is melted at very high temperatures until it turns into a liquid and then cooled to form glass.

GRADE 3

ENGLISH

Storytelling is an important skill that piques interest in the teaching and learning process. As part of their unit on 'Fables' learners focused on retelling short fables. This helped them develop their oratory skills as well as build class confidence. It was amazing to hear the same fable told differently by a set of learners. They also learnt from each other the art of storytelling.



To develop their writing skills, learners worked on story cards that helped them express their thoughts and write a fable for the same 'The frog and the scorpion'. Working on their creative writing skills they chose their own characters to write their own fables. How to phrase sentences using different parts of speech like synonyms for said, adding adjectives and adverbs to help them express their thoughts was also discussed.

MATH

Building a love for Mathematics in young children begins with building an understanding of Numbers. Grade 3



students this time revised their concepts of sequence writing, comparing, estimating and rounding off 4 digit numbers. Further the students learned how to represent numbers in various ways, how to use place value to compose and decompose numbers, how to read 5- and 6-digit numbers using number cards.

SCIENCE

This week, learners of Grade 3 learned that medicines can be used to treat specific conditions. They learned to identify the differences between prescription (Rx) and OTC medicines. Through role play, they learned about medication safety and they were later able to describe how to take medication safely. They also learned to read instructions before taking the medicine.

Thereafter starting with a new unit learners of Grade 3 learned what is 'Energy' and that scientists define energy as the ability to do work. Students now know that modern civilization is possible because people have learned how to change energy from one form to another and then use it to do work.



G.P.

In our recent activities, Grade 3 learners embarked on an exciting journey to explore the importance of national parks and analyze their own role in preserving wildlife. Each learner contributed unique ideas to design an imaginary national park through guided questions like:

Where would our park be? What kind of environment and climate would it have? Which animals and plants would live there? How can we protect their habitats? What special features would our park have? What are the rules that would be up for your National Park?

Through brainstorming and group discussions, learners developed clear visions for their parks, reflecting their understanding of biodiversity and conservation.



GRADE 4 ENGLISH

This month, our students dived headfirst into the art of informal letters! With pens in hand and smiles on their faces, they explored the creativity of personal correspondence. From sharing hilarious anecdotes to expressing heartfelt emotions, our classrooms buzzed with excitement. Along with working on their writing skills they also nurtured empathy and camaraderie among peers. They then took center stage, reading aloud their masterpieces to friends, sparking laughter, empathy and applause. It was a joyous celebration of storytelling and friendship, where every letter became

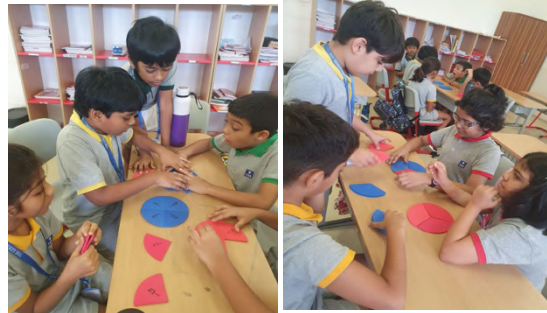


a window into their personalities and imaginations.

Through this exercise, our students not only sharpened armed the power of words to connect hearts and minds, fostering a supportive and inclusive environment. As we continue to foster creativity and communication, we look forward to more vibrant writing adventures ahead.

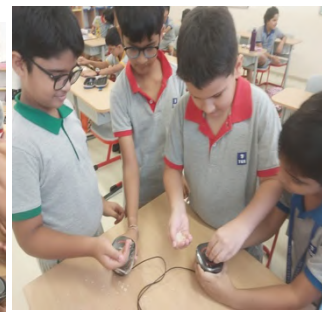
MATH

Over the past 15 days, our Grade 4 learners have made significant progress in their mathematical journey. They have developed a solid understanding of decimal numbers and fractions, crucial concepts that will benefit them in various aspects of life. Learners have grasped the importance of adding and subtracting decimal numbers, essential skills for real-world applications like pricing and billing. Learners have learned to identify and work with proper, improper and mixed fractions. They understand how fractions are used in everyday life, such as measuring ingredients for recipes or dividing a pizza.



SCIENCE

Our Grade 4 students have been busy with exciting new topics in their science classes. First, they explored various methods of seed dispersal and studied seed germination. They created bar graphs and dot plots to visually represent the seed germination data and answer questions about the data.

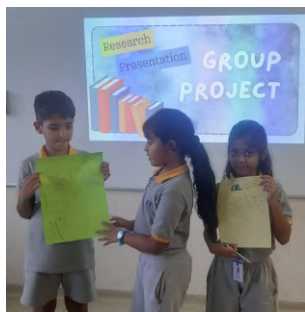


Students were introduced to 'Fair Testing' and how to identify different variables in experiments. This knowledge was applied in an investigation on the topic 'Sound'. Using speakers, cling film and rice grains, they demonstrated that sound produces vibrations, causing the rice grains to move. The experiment was recorded using the scientific method and students wrote their own conclusions based on their observations. Through these activities, our Grade 4 learners are developing strong skills in Data Interpretation and Scientific Inquiry.



G.P

Our Grade 4 learners explored the crucial topic of "Powering the Planet" through engaging activities and insightful discussions. Divided into four groups, students read assigned books on sustainable living, buying green, being green at school, and green communities.



They presented their findings creatively with posters, highlighting ways to conserve energy, reduce waste and support eco-friendly practices.

Students also learned about global environmental movements like the Chipko Movement, Fridays for Future and My Mollem. They analyzed these environmental movements and brainstormed individual action projects to promote sustainability, showcasing their commitment to protecting our planet.

GRADE 5

ENGLISH

This month, our students have embarked on an exciting journey of language enrichment through comprehension passages! With curiosity as their compass and eagerness as their fuel, they've dived deep into captivating stories and engaging articles. Through these passages, they've not only honed their reading comprehension skills but also expanded their vocabulary and sharpened their critical thinking abilities.



In classrooms buzzing with enthusiasm, students have embraced the challenge of deciphering complex texts, uncovering hidden meanings, and exploring diverse perspectives. Their growing proficiency in understanding and analyzing written content has been very pleasing to note.

MATH

We're excited to share a glimpse into our latest math adventure, designed to make learning about factors and multiples a thrilling experience for our fifth graders. This week, we introduced a dynamic activity called the "Fantastic Factors & Multiples Relay," where students actively participated by becoming the numbers themselves. One student, designated as



"The Mighty Multiple," calls out a number, and their classmates, representing the factors of that number, dash up to join them. For instance, if the number 24 is called, students who are factors of 24 – like 1, 2, 3, 4, 6, 8, 12, and 24 – sprint forward to form a jubilant number squad. This engaging activity not only reinforces their understanding of factors and multiples but also adds an element of fun and physical activity to the math class.

SCIENCE

Did you know our bodies are like fortresses, constantly fending off microscopic invaders? This week, students delved into the world of infectious diseases, learning how these pesky pathogens spread among humans and how to avoid them. The key? Boosting our immune system by eating healthy and practicing good hygiene. They discovered our body's impressive defence mechanisms, from the trusty skin and mucous membranes to the unsung heroes like ear wax and stomach acid. With our natural barriers and immune system acting like an army of tiny superheroes, we're always ready to thwart and eliminate these tiny threats! Students also did their own research and made power point presentations and write ups about some diseases, their symptoms, how they are spread and the precautions we can take to avoid them.



G.P.

Ever wondered what it would be like to pack up and move to a new place? Maybe even another country? Well, that's what humans have been doing for thousands of years, and it's called Migration. People move for all sorts of reasons—some are looking for better jobs, some are chasing a warmer climate, and some are even looking for new adventures! Migration isn't just about moving from one place to another; it's about starting a new chapter in life. It's like turning the page in a storybook to discover exciting new adventures on the next page. This time Grade 5 learners went about migrating from one place to another and explained their reasons for doing so. Each team presented the information on a country they want to migrate to and their reasons for it. So, next time you



hear about someone moving to a new place, remember they're not just changing their address—they're embarking on a new journey, just like explorers setting sail for new horizons.

In our recent Geography class, we delved into the fascinating world of Lines Of Longitudes and the Grid system that helps us navigate our globe. It was an engaging session where students explored

how these imaginary lines help pinpoint any location on Earth. In History we explored the world's diverse cultural heritage by understanding the ancient scripts like Cuneiform, Brahmi and Hieroglyphics that foster a deeper appreciation for the enduring power of the written word.



Hope you enjoyed reading this fortnightly account of what your wards did in school! Our next Newsletter will be for the three weeks ending 27th July.

Regards

The Gera School