



The Gera School Newsletter

23rd October 2021

(Grade 3 - Grade 9)

Dear Parents, students, teachers and friends,

Almost every story of someone living this life is a success story. It is just not known to us yet. Our stories (both of triumphs & defeat) and the stories of other human beings have a brilliant effect on our lives: they mould us, shape us, and make us.

In the book, *The Storytelling Animal: How Stories Make Us Human*, Jonathan Gottschall dives into this idea. "We are, as a species, addicted to story. Even when the body goes to sleep, the mind stays up all night, telling itself stories," he says.

Remember the film, *The Lion King*, when Scar forces Mufasa off the cliff into the sea of trampling wildebeest? And believing it was his fault, Simba exiles himself out of shame! Did you not feel a stir of emotion for Mufasa when he dies saving his son – or against Scar when he confesses his crime to Simba? Why? It is because we are empathic creatures and respond to stories because they cultivate emotion and a sense of togetherness – *a connection*! Neuroscientists have proved that when listening to a well-told story, the same areas of the brain light up on an MRI in both the storyteller and listener. Your brain, as the listener, mirrors the brain of the storyteller. The speakers and listeners' brains exhibit joint, temporally coupled, response patterns. Let's break that down a little...

In other words, when you hear a well-told story, your brain reacts as if you are experiencing it yourself. **Your brain places you inside the story.** It is, therefore, imperative and essential to share our stories with all those around us.

But, of course, to hear a compelling story, we must be prepared to listen. Knowing how to listen to others' stories is just as important as being able to tell our own story. Sharing & listening to stories helps us process and understand our experiences in new ways, and build new connections. Research shows that the better someone listens, the more connected that person feels with the person who is talking. This produces a feeling of bonding and closeness.

How to do it? Practise listening well in everyday conversations. Pay close attention to what the other person is saying. Tune in to feelings as well as the story. When a friend tells you about something, try to imagine how he or she might have felt. Take time to listen to the person in depth. You'll probably notice that you feel closer, more 'in sync' with the person. Interview a friend or family member about a special time in his or her life. For example, ask your parents about their wedding day or get your grandparents to tell you about having their first child. Understanding these stories will lead to compassion. Once we have a connection, we will have the confidence to share our stories of triumph, of loss, of all the things that moved us. In giving and in sharing, we will understand the other better and others will do likewise. Life will be sweeter, no?!

Regards,

Ms Jessica Sharma

Lead Communicator

The Gera School

PRIMARY SECTION

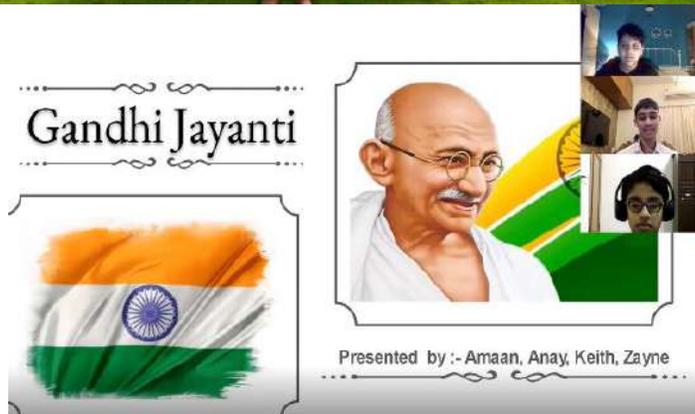
EVENT UPDATES



Gandhi Jayanti

Celebrations (Whole School)

“In a gentle way you can shake the world,” said the Mahatma. The young ignited minds of TGS, celebrated Gandhi Jayanti on the 1st of October making virtual presentations commemorating Bapu by reviving his principles. Students also performed to *Sabarmati ke sant* and *Lathi pukaare*, to celebrate this day.



Halloween Celebrations (Whole School)

“Trick or treat, bags of sweet, ghosts are walking, down the street.” TGS came alive with ghosts and goblins, witches and pirates this Halloween with a fun filled and one of a kind Virtual Halloween Celebration! Exciting games, spooky dances, fillers, scary stories all took the extravagantly dressed audience to scary surprises! It was a pleasure to see the TGS staff members, Students and Parents participate so enthusiastically!

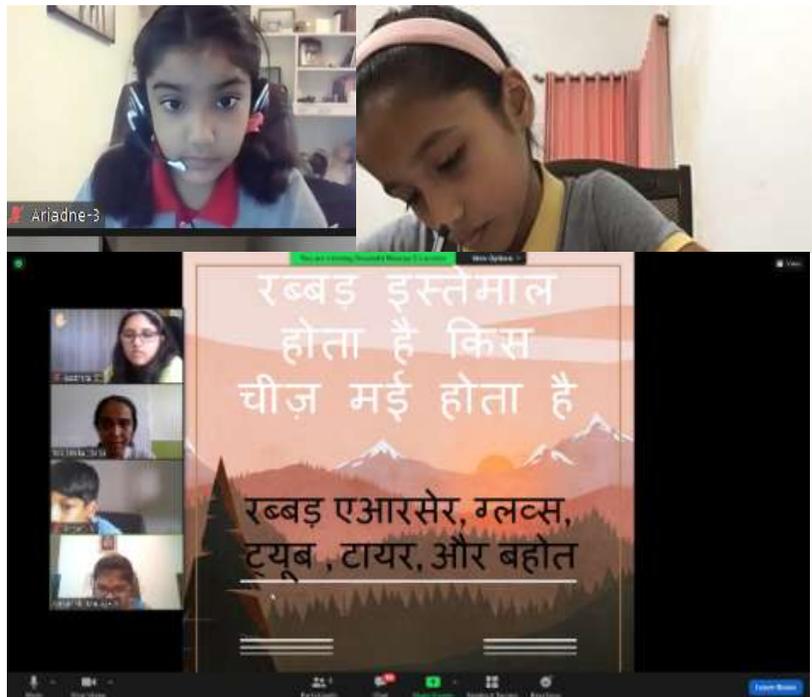


NEWS FROM THE SPECIALISTS

I. HINDI

Grade 3

Role-playing is a classic method for teaching communication skills. To use this technique, learners act out skills after discussing them. For example, appropriate posture or body language. Role-playing should always focus on full group participation and mutual respect and so, Grade 3 learners enjoyed learning and practicing different role play activities. Dictation was also conducted during the class.



Grade 4

Punctuation primarily helps to indicate the pauses and the emphasis on certain ideas or thoughts that are discussed in the text and so, Grade 4 learners identified different punctuation marks in Hindi.

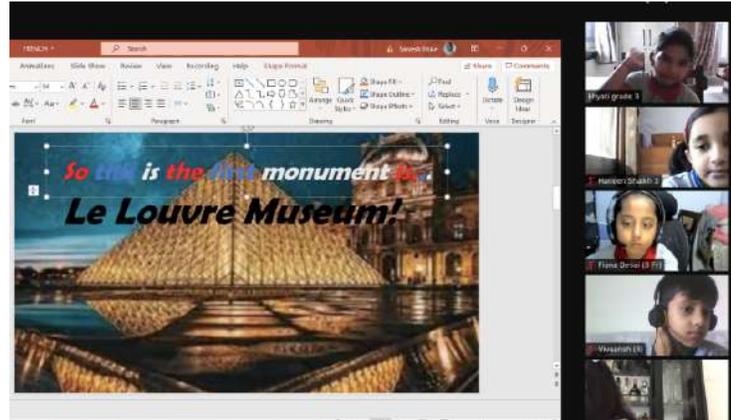
Grade 5

Paragraphs provide structure and flow to your text. They allow you to move from one thought to another. Grade 5 learners practised paragraph writing and we all know PowerPoint Presentations can be an effective tool to present material in the classroom and encourage learners to learn. So, learners presented their wonderful Power Point Presentations in class.

II. FRENCH

Grade 3

Presentation week! Grade 3 learners did a marvellous job by creating wonderful PowerPoint presentations on the monuments of France. All the learners researched and confidently presented their power point presentations during the class and gained knowledge about the famous monuments of France.



Grade 4

Gourmet week! Grade 4 learners learned about popular dishes and specialties of France. They have learned the recipe of the French Crêpes and are now excited for the 'Crêpe making class'.



Grade 5

The Grade 5 French learners started a new unit on 'Moi, je suis super'. Putting their previous knowledge to use, the learners started talking about themselves; j'ai huit ans, je suis petite, j'aime les chocolats etc.

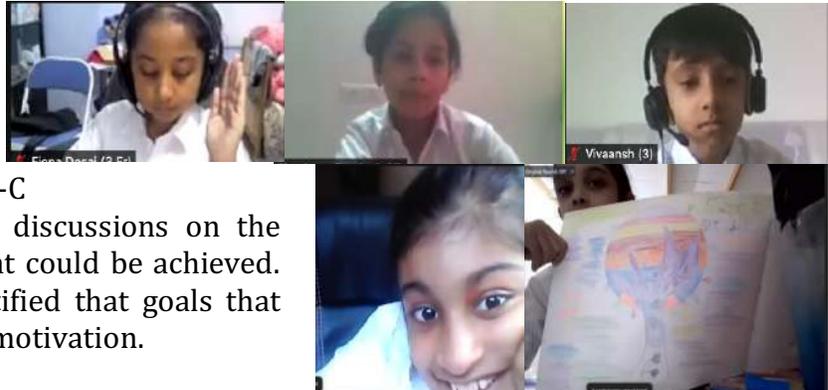
Following this, the learners were introduced to vocabulary related to Les vêtements and honed their translation skills from English to French and vice versa.

Carefully choosing their outfits, the learners decked themselves up and had a fun time describing the outfits of their peers. They displayed respect and confidence while speaking and made sure that their outfits shone in the light.

III. CIRCLE TIME

Grade 3

The learners of grade three were introduced to SMART-C goals. There were interesting discussions on the importance of setting goals that could be achieved. One of the learners also identified that goals that are unachievable also cause demotivation.



Grade 4

The learners of Grade 4 used their time to reflect on goals they have set in the past and were able to identify that there were issues in the



process of setting the goals rather than meeting their targets. As they identified that the goal setting process was as important or instead more important than the final outcome, they went on to create 'SMARTer' and more achievable goals.

Grade 5

The learners of grade five explored the characteristics of a SMART-C goal and identified the importance of all its characteristics. They used their new knowledge to revise some of the goals they had previously set and acknowledged that setting unclear goals would inevitably lead to unclear results.

IV. DANCE

Grade 3:

Grade 3 was extremely excited to learn Garba in their Dance class as Navratri was being



celebrated all over India. Every child in the class danced with vigour which I had not seen before and it was refreshing to watch. Some learners already looked like experts and even those just learning the dance were quick to pick it up and enjoy the exhilarating beats of the music.

Grades 4 and 5:

Grades 4 and 5 continue to learn open style choreography which incorporates a basic shuffle step popularly known as the running man and are in the process of perfecting it.

V. MUSIC

Grades 4 and 5:

The Konkani folk song, 'Honrad Ami Goenkar' was revised with learners of Grades 4 and 5.

VI. I.C.T

Learners of Grade 3 did not have an ICT class this fortnight.

Learners of Grade 4 worked on a few FA assignments, and were given time to finish the assignments and play a few games.

Learners of Grade 5 revised the concepts learnt so far and solved a few FA assignments.

VII. DRAMA

The past few weeks have been a mix of holiday joys and festive emotions.

Grade 1 learners were excited to write a letter to Santa and **Grade 3** learners were preparing a Mousetrap. Some showcased their flexibility and some their creativity. Some expressed their emotions through various exercises like



JUST A MINUTE and TONGUE TWISTERS or reading of various scripts.



VIII. P.E

Grades 3 to 5

Learners of Grades 3 to 5 are working on developing their fitness through practical lessons exploring commonly used training methods, wherein they are engaged in High Intensity Interval Training and Continual training program and relating the theoretical aspects taught to make their learning more enjoyable and meaningful. Through their theory lessons they are gaining knowledge on Recovery and factors influencing recovery process.



NEWS FROM EACH GRADE

GRADE 3

English

"I attribute my success to this:—I never gave or took an excuse."
— Florence Nightingale.

Grade 3 learners were introduced to the pioneer of modern day nursing - Florence Nightingale. When we are dealing with a pandemic, we realize how indebted we are to the medical profession - not just for their care but how they put duty before self and render service to humanity.

They were able to look at history and explain why Florence became a beacon of change not just for nursing but for women at large. Since they are doing chronological reports they



worked on timelines and made a timeline of their own.

Mathematics

'Mathematics is, in its own way, the poetry of logical ideas. Grade 3 learners are now learning to comprehend word problems and develop fluency with mathematical operations.

Science

"Science is magic that works." – Kurt Vonnegut.

Learners of Grade 3 played a game of Simon says, with a lot of activity and then realized that it takes energy to do this activity! And where does this energy come from? Through the food we eat! Learners understood and could explain the terms non-renewable and renewable energy. They were able to identify the different types of energy like mechanical energy, electrical energy, heat energy, light and sound energy, and give many examples of each from their daily life. Learners also observed energy transfer through an experiment that was done in class. A small bead was pushed into some petroleum jelly which was applied on the top of a spoon, so that it stuck to the spoon. The spoon was then immersed in a glass of very hot water. As the heat energy got transferred from the water to the glass and spoon, the

vaseline began to melt until the beads and vaseline finally fell into the water. Learners were able to share their predictions at the beginning of the



experiment and also managed to record the experiment using labelled diagrams.

Global Perspectives

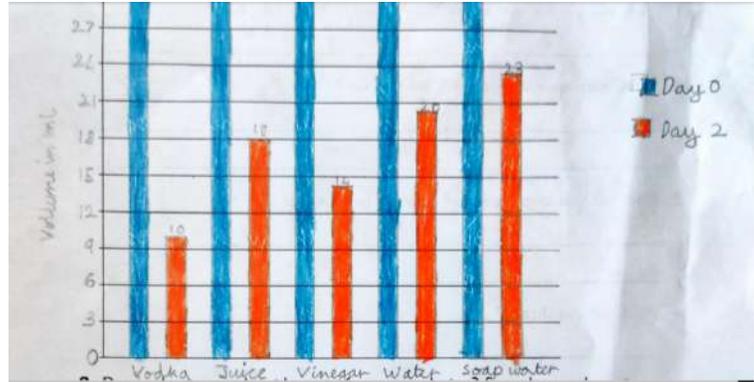
Grade 3 continues on their quest to learn about Water, Food and Farming. We've finished learning about the differences between fresh water and ocean water, the meaning of the word 'saline', how people stored water in the past, and even learned some Geography. We learned about the Great Lakes, and if you ask your Grade 3 learner to find Lake Baikal on a map, they'll know where to look!



GRADE 4

Math

Possibilities do not add up. They multiply. The learners of Grade 4 worked on integers on a number line as well as doubling and halving numbers including decimals. They also reviewed the grid method and standard method for multiplication. They will be working on some recipes which they will halve and double. Story problems which include real life situations where multiplication is to be used were worked on efficiently by our learners.



Science

Why does matter matter? This is what Grade 4 learners are exploring. They are exploring the molecular structure of matter in the solid, liquid and gaseous forms. The learners will be working on making their own particle model of solids, liquids and gases. They are investigating evaporation of different liquids and worked on an ice cube activity to see changing states of water. They have plotted a graph on melting.

Liquid	Day 0	Day 1	Day 2
Vodka	30 ml	20 ml	10 ml
Juice	30 ml	24 ml	18 ml
Vinegar	30 ml	22 ml	14 ml
Water	30 ml	26 ml	20 ml
Soap water	30 ml	27 ml	22 ml

English

As we wrapped up our work in grammar last week, focusing on adverbs, direct and reported speech and adverbials, this week we delved into fiction once again. This unit is on Classic Literature. We began with an audio clip of two authors talking about classic literature, its features and its relevance today. They learnt how Classic Literature has stood the test of time. Classic literature has added to the language and is important for the contributions it has made to the body of literature as a whole. We started the unit with *The Jungle Book*, reading a summary, a few chapters, along with an extract from the book.



Global Perspectives

Grade 4 has been presenting their posters on the Convention on the Rights of the Child along with information on a specific right. They have been able to explain different rights and make very interesting posters to educate people on them.

GRADE 5

English

The past two weeks have had a mélange of activities in the classroom. From wrapping up presentations on non-chronological reports to working on news reports to participating in a speaking activity called 'Hot Seat', Grade 5 has jumped into a new unit on play scripts. We began with a basic introduction to play scripts and their features. We read three excerpts of play scripts. One was a scene from Romeo and Juliet, one was the opening scene of The Tempest and one was a scene from Oliver Twist. Through the play script reading activity, learners were not only introduced to the features of a play script but also to literature and Shakespeare too. The learners took on different roles and we read out the play scripts. We looked into stage directions and settings. This was followed by an activity where learners had to write a scene having a minimum of two characters and three stage directions per character.

Math

Why do we need to learn about capacity, mass and volume? Will it help us? Yes, indeed it does! Ask a cook who has to prepare a particular dish for 20 people after reading a recipe for the preparation for one person! And that is exactly what grade 5

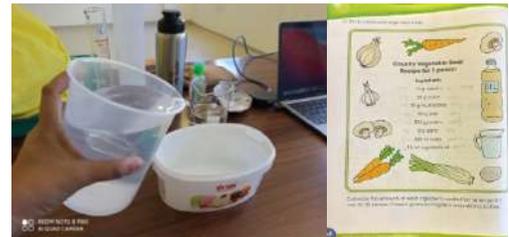
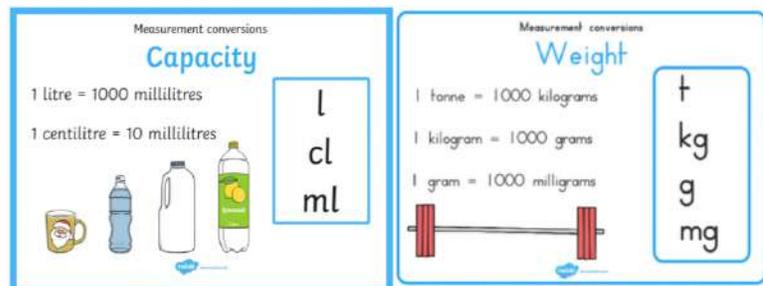
learners did. They increased the quantities of the ingredients of a recipe for vegetable soup for 20 people and also converted the units used, from grams into kilograms! They also enjoyed learning about measuring capacity by doing a hands-on activity. They discovered whether their estimation was close or far away from the actual measurement

of the capacity of water or liquid a container could hold. Each one took the initiative to get a container and a measuring glass and ask the class to first estimate how many glasses it would take to fill the container and then actually measuring it with water and state the correct answer. They recorded their estimates as well as the actual measurements in a table.

Science

"I enjoy Science, and I'm a very curious person. I always want to know the reason behind everything, big or small." – Malala Yousafzai.

Learners satisfied their curiosity, learning about balanced and unbalanced forces and how they affect the movement of an object or how they can change the shape of some objects. Some of them demonstrated the direction and strength of force applied on different objects to create an unbalanced force that causes movement.





Global Perspectives

We had a debate on the topic – Should all students be made to learn at least one foreign language? The primary goal was for learners to generate effective critical thinking in the given topic, compare and evaluate the pros and cons of ideas and recognize strengths and weaknesses of arguments.

MIDDLE SCHOOL UPDATES
NEWS FROM THE SPECIALISTS

I. ART



The students of **Grade 6** have explored pattern making by repeating a form e.g. fish. They repeated the form of a fish to create a repetitive



design. It helped the students understand how to use one shape/form and multiply it to create a sequenced pattern. The students also worked on their pencil shading techniques and colour blending skills. This activity expected the students to create a still life in pencil with a blended coloured background utilizing their understanding of Tonal values.

The students **of Grade 7** have been working have on a variety of themes and techniques. They have created innovative colour wheels applying their colour mixing and blending skills. The students have also explored Paper Mosaic art. This involved cutting paper into small pieces and gluing them in place to give the effect of a Tiled Mosaic.

The students **of Grade 8** have been painting/colouring blank sheets of paper which they then cut into leaves or petals and assembled together to form a flower or colour wheel. This activity is elaborate as it involves, painting and colouring, drawing and tracing, cutting, assembling and gluing. Students are encouraged to work on all these aspects to create beautiful relief paper craftwork.

II. FRENCH

Grade 6

The learners have been introduced to the school subjects in French. They have learned to make their personal as well as school timetable in French. They are now able to talk about their daily routine in French mentioning different time slots. The learners were assessed on their reading and speaking skills.



Grade 7

The learners focused on speaking skills and were able to effectively talk about vacations they would like to take, where they would want to go and what they would visit. Using the previously-done means of transport, the learners were also able to describe their voyage and the different means of transport that they would use and see around them.



The learners also started working on writing a short post card to their friend to talk about a vacation that they are currently taking.

Grade 8

The French learners of Grade 8 focused on grammar: affirmative and negative sentences.

They were introduced to different negatives such as *ne --- pas*, *ne --- plus*, *ne---ni---ni* etc. The learners then used these expressions in their daily lives describing different events of their life eg, *je n'habite plus a Bangalore*, *il n'y a personne dans la cuisine*, *je n'ai ni soeur, ni frere* etc. The learners also learnt how to give a positive, negative and neutral opinion about varied subjects.

Grade 9

The French learners of Grade 9 had missed out on a few classes. During the time we had, the learners worked with vocabulary related to *ma chambre* and then created their own video talking about their room. The learners then played a French board game, *La voyage en France*, wherein their movements were based on the number of correct questions they answered on a variety of topics such as grammar, expressions, geography, history, etc.

III. HINDI

Grade 6 & Grade 7 wrote new words from the chapter they learnt and did a Paryayvachi shabd (synonym) exercise. They framed sentences by using new vocabulary and Paryayvachi shabd. This exercise helped to enrich their vocabulary.



Grade 6 also had their 'Poetry Recitation Competition'. This helped with building

confidence on stage.

Grade 8 They learnt 'Muhavarein' (Idioms) and used the same via an activity of 'Muhavarein Samvad' in groups and individually which they then presented to their peers. The activity encouraged them to build their thinking skills and collaboration skills.

Grade 9

Learners have done a vocabulary enrichment activity wherein they gave each other words and they had to frame sentences with them. Through this activity they focused on teamwork and cooperation.

They also had their Story Telling Competition.

IV. CIRCLE TIME

Grade 6

The learners of Grade six did a lot of reflection on the way they interpret the world in connection to the dreams and aspirations they have. When faced with a question, "If you



win a lottery of 50 lakh, what would you do with the money?" some students realised that their understanding of this figure was either inflated or indeed underestimated. This realisation helped them arrive at the conclusion that at times, it is important to dig deeper into and analyse information before setting goals.

Grade 8

During the single class we had this fortnight, the learners of grade 8 had an interesting discussion on 'Goals'. From personal and academic goals, their thoughts went over to the outside world when we debated a question, "If you had three magical wishes, what would they be?". As the learners spoke about world peace and eradication on poverty, many intriguing ideas surfaced e.g. 'Is world peace something that can actually be accomplished?' and 'What goals can we set to make a difference?'



V. I.C.T

Learners of Grade 6 worked on their Logiqids problems in class. In the following class they learnt about the Python and Scratch IDEs, and were able to code in Python (calculator).

Learners of Grade 7 were able to apply Python skills to solve a problem. They worked on a problem to find out the number of birds that visited a feeder every day. Learners were able to spot syntax and logical errors, and fix them.

Grade 8 learners revised writing a logic expression from a given logic circuit. They worked on drawing logic gates and truth tables for various different expressions. They further learnt the concepts of SOP, POS, MINTERMS and MAXTERMS.

Grade 9 learners worked on Trace tables (solved exercises from the workbook), identifying errors in algorithms, pseudocodes and flowcharts for various problem statements (types of triangles, max & min Fibonacci series). They further solved some exam-style questions.

NEWS FROM EACH GRADE

GRADE 6

ENGLISH

In order to write accurately, it is important for writers to be aware of commonly confused words. Although commonly confused words may look alike or sound alike, their meanings are very different. This is the training Grade 6 underwent and soon rectified some of the words they earlier misused. Role play is a fun and a 'playful' activity but also a key component in children's



learning. It is a social space that develops speaking and listening skills, as well as giving children the opportunity to reflect on and develop their knowledge of a topic, whilst sparking and enhancing creativity and imagination. Grade 6 performed various Disney movies and fairy tales such as Alice in Wonderland, Rapunzel, Red Riding Hood etc. with a twisted ending.

CHEMISTRY

Continuing with the unit 'The Earth', this fortnight, learners were familiarized with the formation of rocks and how fossils are important link to understand evolution. Studying in detail about the types of rocks and its formation helps learners understand how the present Earth came into being.

BIOLOGY

Taking forward what learners studied about micro-organisms and their uses, this fortnight, learners were introduced to some micro-organisms which can spoil foods. They extended this to the fact that preservatives or preservation techniques need to be used in order to ensure that food is edible for longer periods of time. Dehydrated soups, good or Learners discussed whether the ready-to-make soups are actually healthy.

MATH

Learners can denote the quantities in fraction form, and they classify the given fractions into proper and improper fraction form. Students can compare the given fractions and perform the addition and subtraction of fractions.

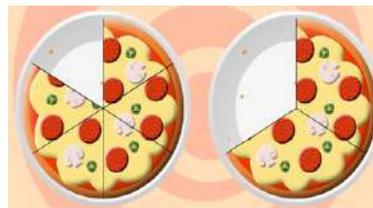
GRADE 7

CHEMISTRY

After learning about the difference between mixtures and compounds last fortnight, learners were introduced to some 'alloys'. They identified objects around them that they thought were metals when they were actually alloys. A quick revision of the topics covered this term was done to prepare the learners for the upcoming tests.

BIOLOGY

Although most of the Biology classes were missed due to various holidays, learners managed to complete their presentation on why the nutrient assigned to them was of



bad?



utmost importance to their body. They presented their point to highlight the importance of the nutrient and also the deficiency disease the lack of this nutrient would cause. Knowledge of these nutrients will help learners make better dietary choices in life.

PHYSICS

Learners were introducing to refraction of light. They drew the optic ray diagram for a light passing through the denser medium. Student learnt about the law of reflection: angle of incidence is equal to angle of reflection. They found objects which reflect light.



GRADE 8

HISTORY

The twentieth century was termed the “century of genocide” because of the high number of cases of genocide during that time period. The goriest of them all was the Holocaust. The world watched in horror as an entire race dropped dead and the Nazis called it the ‘Final Solution’. Grade 8 analysed the Anti-Semitic sentiments of the Nazi party and what led them to take such a drastic step that can still send chills down one’s spine.

CHEMISTRY

As the assessments draw nearer, this week we focussed on revising the concepts that would be assessed in the Exams.

BIOLOGY

This fortnight, learners studied about how human intervention is causing habitat destruction for various animals and how protecting the environment has become more important than ever before. Through a discussion, learners concluded that growing population and their growing demands is a key factor that leads to destruction of natural habitats. Learners then came up with solutions of how these factors can be dealt with to

ensure that our future generations can view the world we have.

PHYSICS

Learners drew the circuit diagram and found the value of the current and voltage by using online stimulations. They found the distribution of current in a parallel and in a series circuit.

GRADE 9

ENGLISH

Grade 9 Students were exposed to narrative writing. Narrative writing allows students to express their stories creatively. To help students clarify their thinking, and teach them to express that in writing in an organized way. To help them search for identity. Narrative writing helps them explore different characters and settings. Another activity Grade 9 underwent was learning how to write a letter of complaint. If a phone call or email doesn't resolve the problem, consider writing a complaint letter. A (well-phrased!) letter puts things on record that will help the receiver rectify the problem appropriately.

HISTORY

Grade 9's tryst with the Anti-Semitic propaganda continues as they learnt about the persecution of minority groups such as – Jews, homosexuals, mentally handicapped, asocials, gypsies etc. They also understood how the young German boys and girls were brainwashed into accepting the anti-Semitic propaganda that was passed on to them through their activities at home and in school.

CHEMISTRY

The final subtopics of the unit 'Chemical reactions' were covered this week. Different types of equations and how these can be used in our daily life were discussed. Emphasis on certain types of reactions that would help them understand chemical reactions better were stressed upon. Finally, if we don't test what we studied, how will we know what's stored in our memory? Since it was the last class of the day, a pen paper test would just not work and so we played a small game to test the student's knowledge of concepts covered in Term 2.



BIOLOGY

Plant nutrition followed Animal nutrition this fortnight. Having observed their own teeth and learning the internal structure, learners extended that knowledge to how each of these teeth help in physical digestion. The human digestive system followed, with us covering a few organs of the tract. Learners were asked to group words related to the digestive system based on their understanding and then later check if their grouping was correct. Learning about the digestive system helps understand the different diseases related to it

and also ways to prevent them.

BUSINESS STUDIES

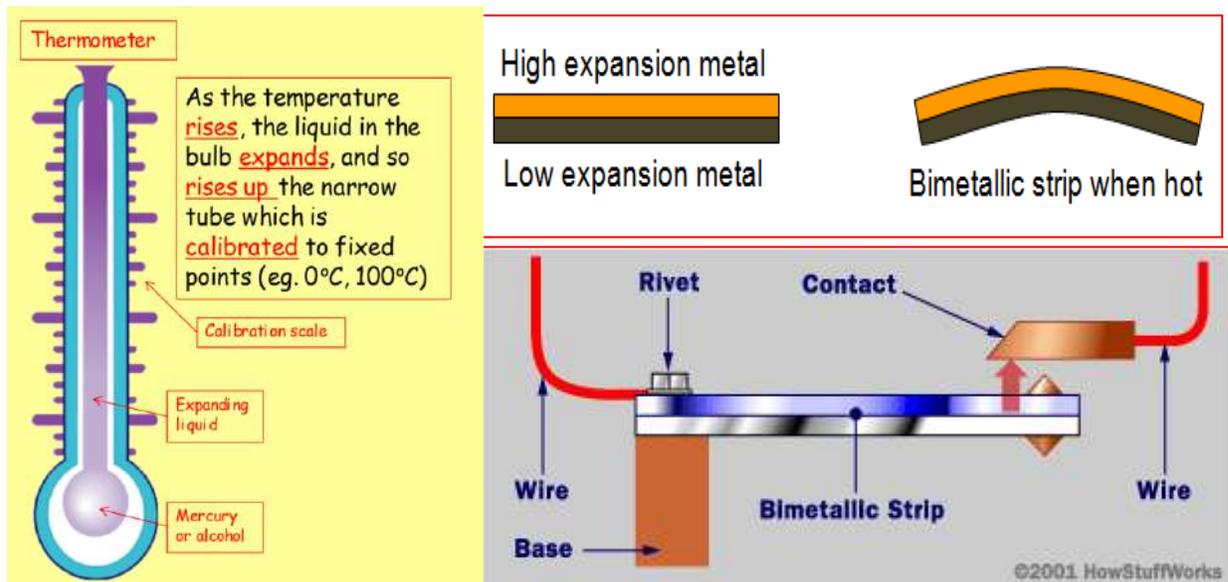
Learners made seminar presentations on different topics like importance and methods of training employees, reasons and methods of downsizing, legal controls over employment issues etc. The seminar presentations were followed by discussions on real-world problems associated with the topics and the learners challenged one another with questions that evoked critical examination of the issues.

ECONOMICS

Learners used their knowledge of price elasticity of demand to figure out the effect of PED on total spending and total revenue. The corresponding changes in PED with respect to changes in price and shifts in the demand curve were also examined. Learners also analysed the implications of PED on decision making.

PHYSICS

Learners learnt about the kinetic theory of matter which helped them to understand the



behaviour of the molecules in elevated temperature. From this, they demonstrated the working of a clinical thermometer. Students understood the function of bimetallic strip and its applications.

Bye for now. Be back at the end of the month (of November). Have a safe and lovely time during Diwali!

Regards

The Gera School