



# PRISM

IBPYP Grade 2



# Message from the Principal's Desk

Dear Parents,  
Greetings!

Welcome to a new academic year and a journey of learning, which rests on our vision of unlocking every student's potential and creating future ready happy leaders! Our philosophy reflected in the Happy Minds' Model prepares and guides each one in their pursuit of happiness and thus ensures that we are a school of joy that sculpts happy minds!

In this edition of the newsletter, I share with you a story that reflects our core value- respect! 'Respect' at The Gaudium is best described in these 2 words- admiration and regard! The story I share today will help us reflect on these words!



In a village there once lived a boy, John, who was athletic and looked forward to participating in sports. For him winning was very important. One day he participated in a running competition, where he competed against two young boys and won the race. The crowd cheered and clapped for him. The boy was very happy and excited. The next race was announced, and he ran to give his name for that event too. Again, John won the race and was cheered for his victory.



An old man was watching John and his excitement closely. He walked up to him and asked him to race against two other people who were elder to him and win. John was ready, but when he reached the starting line, he was shocked to see a blind man and an old lady standing there. He was overconfident and ran the fastest to complete the race. He won but this time the crowd did not cheer him or clap for him. John was surprised and asked the old man why had the crowd not cheered him this time. The old man spoke softly and asked him to complete the race with his competitors. John walked back to the starting line, took their hands and walked to the finish line. The crowd stood up and clapped for John.

Being respected teaches us how to be respectful toward others. We must accept people for who they are, even when they're different from us or don't agree with us. Respect builds feelings of trust, safety, and wellbeing. We look forward to a great academic year ahead, building partnerships, strengthening bonds and ensuring that our core values are instilled in every student to make right choices and be responsible for their action/s.

**Anjalika Sharma**

**IBPYP Principal**



# Message from the PYP Coordinator's Desk

Dear Parents,  
Greetings!

The new academic year has started and this year we look forward to take our Happy Mind's Model forward and inculcate the school's mission and vision.

Our young learners have started setting their goals for the academic year. We have already completed our first unit of inquiry and are heading towards the path of learning. The students have framed the essential agreements and they are in the process of reading the policies. The teachers are building bonds with the students and helping them learn using various tools and strategies.

As a part of evaluation, the teachers have been divided into groups- Purpose, Learning, Culture and Environment.



They have been collecting evidence for the standards and practices. We are in the process of reading the self-study questionnaire. The parents have been an active participant and are attending the sessions to understand the programme better.

We look forward to having a great academic year.

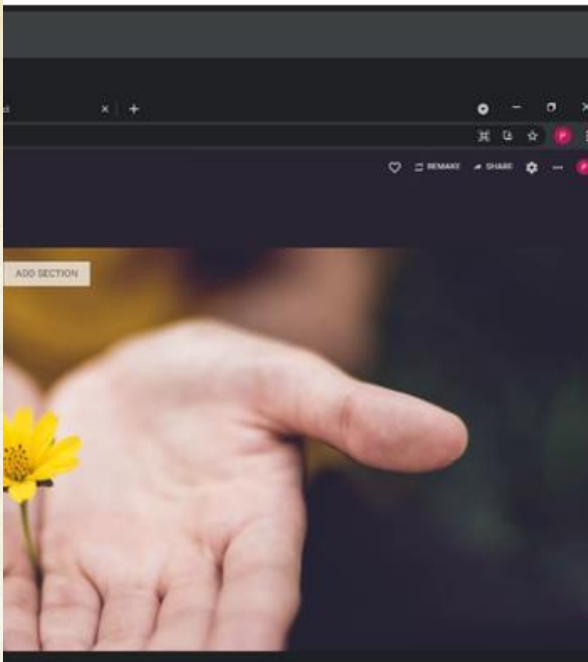
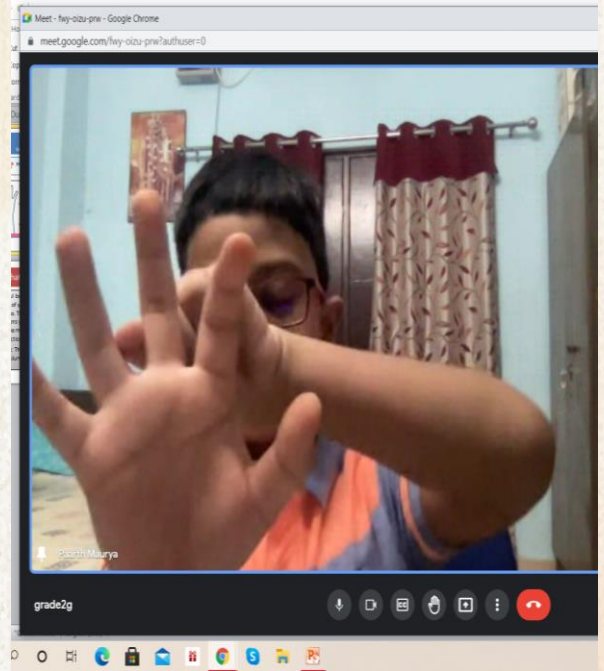
**Trishna Sharma**  
**PYP Coordinator**



# School Philosophy-5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. The mindfulness exercises learnt were, Five-Finger Starfish Meditation and hissing breath, slow and mindful walking, sensory awareness, self- introduction and 'Super Me' as part of self awareness and expressing gratitude through being thankful and learning about use of gratitude jar.



As part of group awareness sessions, the school counselor conducted sessions on the theme, self-awareness.

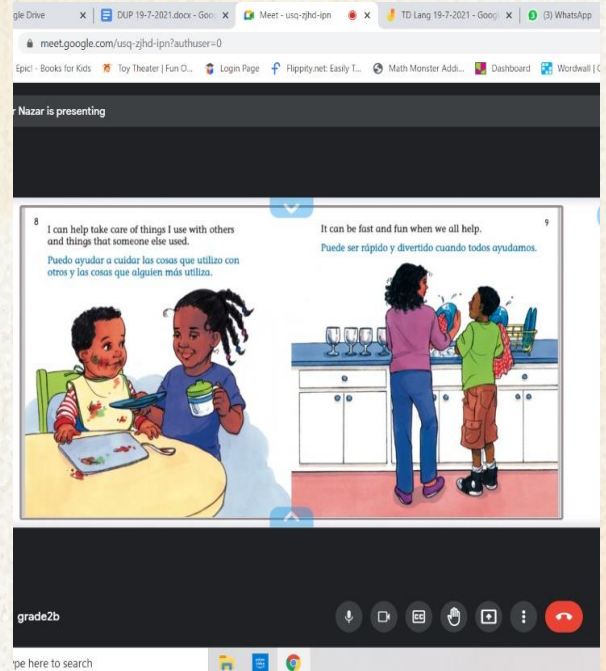
Students were given a task wherein they had to think about 3 unique qualities they like about in themselves. They were given a time frame where they were asked to think and reflect on what did they like about themselves.



# School Philosophy- 5 Developmental Pillars

## Core values

Core value for the month, 'Respect', was inculcated through various ways. Students discussed the meaning of, 'respect'. They connected to stories related and shared real-life examples of where they have displayed respect.



## Holistic Excellence

As a part of holistic excellence, students engaged in read aloud sessions, listening to stories during their reading sessions and DEAR Time.

They thoroughly enjoyed listening to the stories and shared their reflections as well.

Students engaged in inquiry and made transdisciplinary connections. They made connections with attributes of learner profile during the learning and teaching.

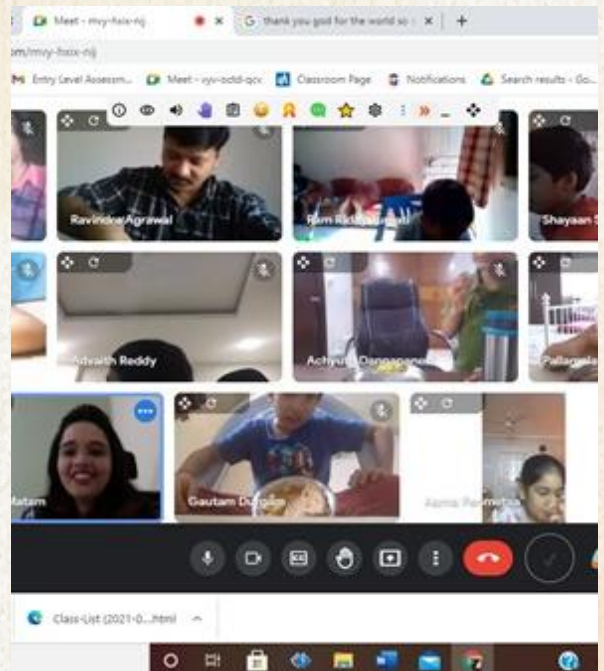


# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement

Students and teachers connected well through the event, "Bonding over breakfast" to become more familiar with their peers and bond well with their teachers.

All the stakeholders also took part in, 'International Yoga Day', following the theme of wellness.



## Global Leadership

Students demonstrated their ownership for their learning by engaging well sharing, how best they can learn and share their learning with others, what do they want to learn and how would they learn. They are also involved in making choices, co-constructing essential agreements.

The students engaged in goal setting and student council election process.



# Professional Development

## Teacher induction sessions:

Teachers experienced thoroughly enriching virtual professional development sessions for first two weeks. These sessions created a platform for teachers to gain insight into the school vision, mission, philosophy and 5 developmental pillars which is a part of The Gaudium happy minds model. Different sessions conducted by the teachers on Agency, Inquiry, Assessment, collaboration, Approaches to Learning, Attributes of Learner Profile and International mindedness, gave an insight of the pedagogy to the team members.

## Well-Being Session by the inclusion department :

Ms. Jaswandi Sahasrabudhe, School Counselor from the Inclusion Department, conducted a session on Mind wandering.

It is the experience of thoughts not remaining on a single topic for a long period of time, particularly when people are engaged in an attention-demanding task. It tends to occur during tasks that do not require sustained attention. Mind wandering includes absent-mindedness or intrusive thoughts. She shared some strategies with the teachers to use in their classrooms - like take a short break, meditate and focus on one task at time to manage mind wandering.



# Professional Development

## **Reading sessions:**

Teachers read about "The learner profile – The IB mission statement in action" from the IB publication -The learner, in their respective groups and shared their views. They further discussed how they can implement this in their learning and teaching.

## **Evaluation self-study:**

We continued the evaluation self-study process by revisiting "self-study questionnaire" and "Guide to evaluation". We collaborated and shared our ideas on how to collect and analyze the evidences in different ways. We chose "Approaches to teaching" as our programme development.

## **Parent orientation:**

We conducted the parent orientation session on the virtual platform. We shared our school vision and mission, school philosophy, programme specific curriculum details and updates on policies as well as communication pathways with the stakeholders.

## **Parent informative sessions:**

We conducted three informative sessions as a process of evaluation to bring awareness among stakeholders about the IB Programme standards and practices in the context of purpose, culture, learning and environment.



# Learning and Teaching- Month Review

## Transdisciplinary Theme:

How we organize ourselves

**Central Idea:** Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

## Lines of Inquiry:

- Characteristics of physical and virtual public spaces
- Purposes/uses of public spaces
- Responsibilities in public spaces

## Key Concepts:

Form, Function, Responsibility

**Related Concepts:** community, environment, participation, access

**IB Learner Profile:** Principled, Thinkers, Reflective, Balanced

## Unit of Inquiry:

We started our virtual classes with the "Back to School" event where the students introduced themselves and shared their holiday experiences with their peers and teachers.

Students started their inquiry under the transdisciplinary theme 'How we organize ourselves'. They inquired about various physical and virtual spaces. They found the meaning of space and place. Students gave examples of space and place and differentiated between the two.

While inquiring about the concepts they found the difference between personal and public spaces and shared real life examples. Students further inquired about the characteristics and purposes/uses of physical and virtual public spaces and listed it down. They shared their responsibilities in physical and virtual public spaces.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students made transdisciplinary connections to 'nouns' and practiced the same through various learning engagements. Students identified and sorted nouns into common nouns and proper nouns.

On exploring further about physical and virtual spaces, students made connections to adjectives and homonyms. Students learnt that homonyms are two or more words having the same spelling or pronunciation but different meanings. They listed down various homonyms and shared the meaning of the words.

Students were introduced to descriptive writing. They inquired about the elements of descriptive writing. They continued to read different stories to enhance their communication skills.

## **Transdisciplinary Math:**

Students made transdisciplinary connections to 'place value' and practiced the same through various learning engagements. They were introduced to shapes and made real life connections by identifying usage of the shapes around them.

Students explored the characteristics and properties of different shapes. They also made a transdisciplinary connection with the concept of area; they explored how we can measure the area (space occupied by a shape).



# Learning and Teaching- Month Review

## Telugu

Students read the story , 'The Clever Crow'. Through the story they practiced Matra words. They revised varnamala and saral words.

They practiced the rhyme 'Bathukamma' and were introduced to guninthalu gurthulu.

## Hindi

Students co-constructed the essential agreements for their Hindi class. They discussed what and how they want to learn in Hindi. They revisited the Hindi letters by taking active part in different learning engagements.

Students framed simple words using letters of the alphabet. They further discussed new words and used pictures to show different words, letters and its usage in sentences.

## French

Students learnt introduction of the self. They watched videos on introduction to understand what the speakers were saying. They also participated in learning engagements focused on listening, speaking, reading and writing.

## Spanish:

Students practiced few Spanish words like -teacher, yes, no, let's begin, etc.

They explored the vocabulary related to greetings. They practiced letters of alphabet - A, B, C and Ch words.



# Learning and Teaching- Month Review

## Music

Students co-constructed the essential agreement for the music class. Students defined the terms "Tune and Pitch". Students had a discussion on the importance of practicing vocal exercises to strengthen our vocal chords/voice.

They understood the importance of music elements, tune.

## PE

During this month the students discussed about the Approaches to Learning (ATL) and the attributes of The Learner Profile.

They were introduced to athletics and they practiced the basic skills like walking, jogging and running. The students identified and shared the importance and uses of walking, jogging and running.

## Art

Students had an interaction about their interests in art and co-constructed the essential agreements for the art class. They shared their understanding of Approaches to Learning (ATL) and the attributes of The Learner Profile in context to art class.

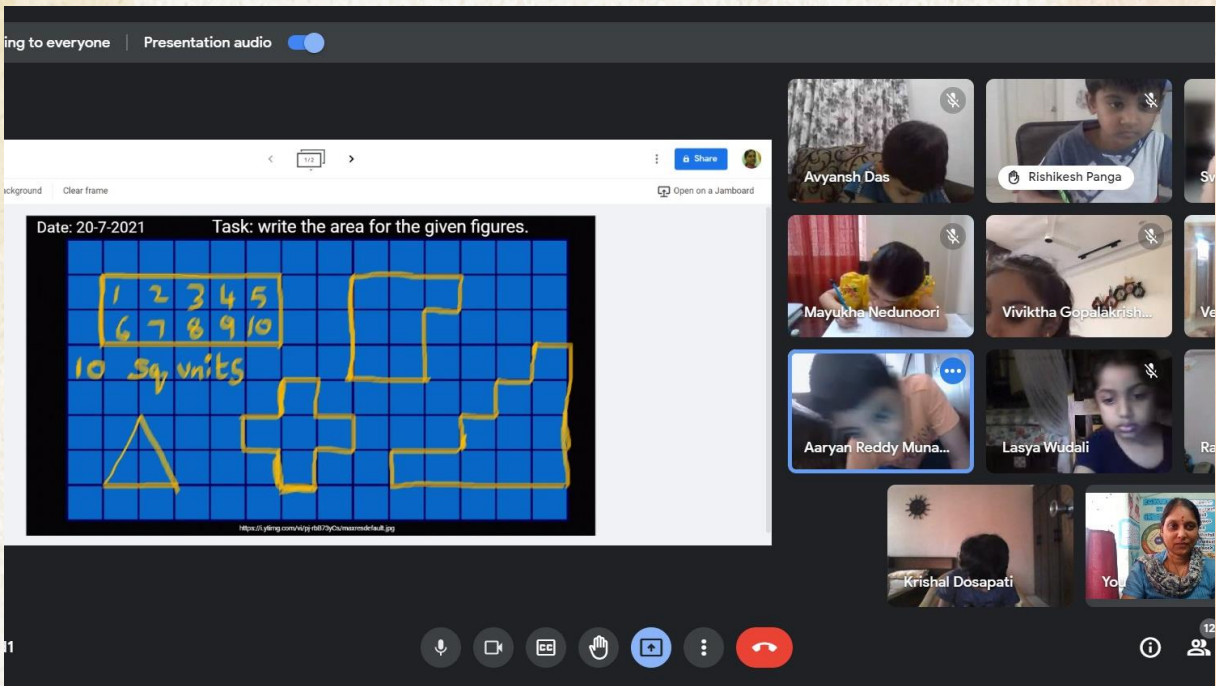
Students observed various artwork, shared the similarities and differences, and described the artform using the art vocabulary. They revisited the elements of art -line, shape, and colour.

## Dance

Students co-constructed the essential agreements for the dance class. They further discussed what and how they want to learn in the dance class. They explored the elements of dance "body movements and music". They practiced warm-up, stretching and basic dance movements.

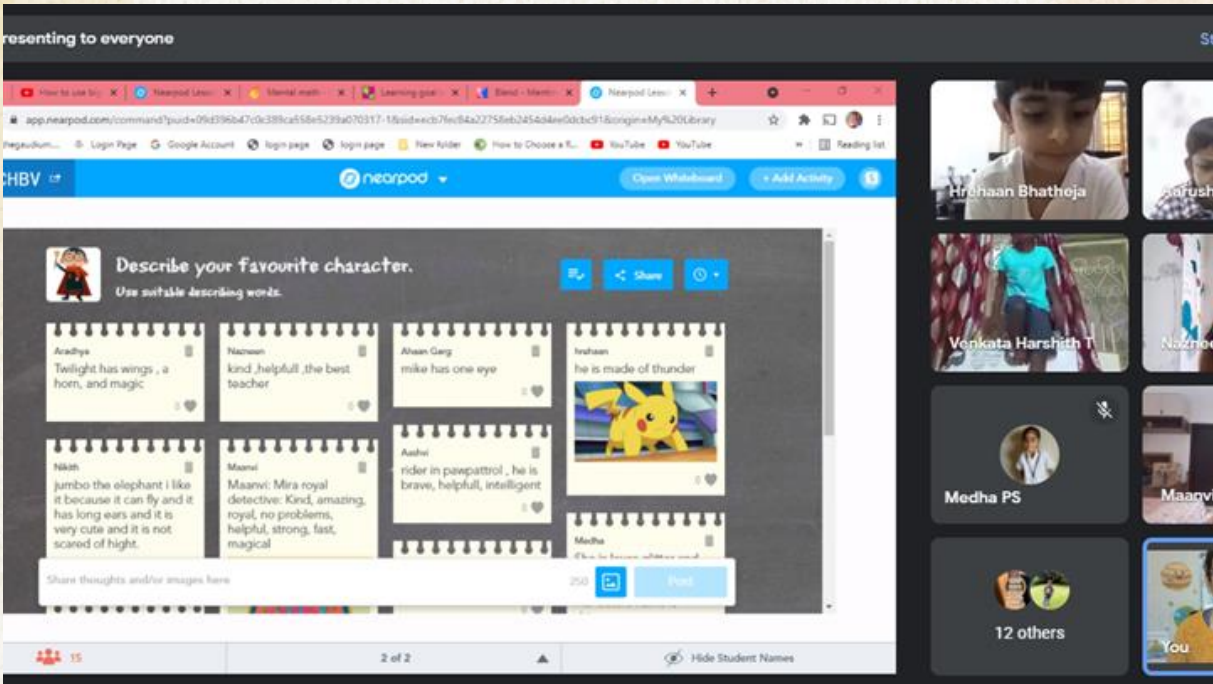
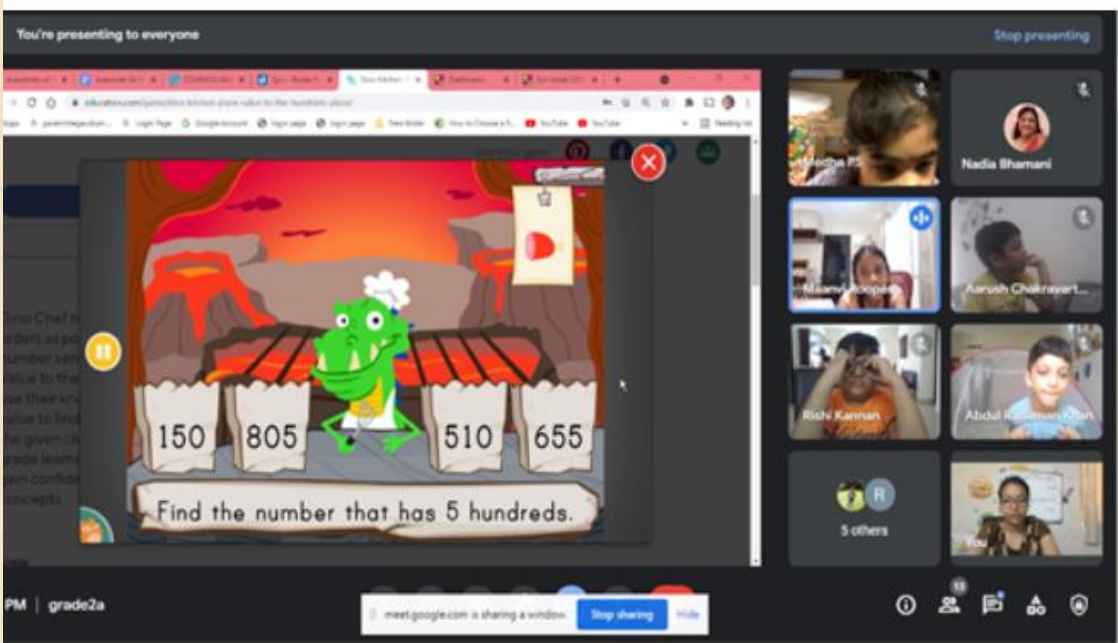


# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Ahead

## Transdisciplinary Theme:

Who we are

**Central Idea:** Choices of role models reflect the beliefs and values of people.

## Lines of inquiry

- Reasons for choosing role model
- Factors that determine our beliefs and values
- Influence of role models on people's choices and actions

**Key concepts:** causation, perspective, connection

**Related concepts:** identity, opinion, choice, impact

**IB Learner Profile:** Inquirers, reflective Communicators

## Unit of inquiry

Students will inquire into the unit under the theme 'Who we are'. They will find the meaning of role, model, beliefs, value, influence, choice.

They will explore reasons for choosing role models. Students will discuss the different factors that determine our beliefs and values.

They will also find the ways our role model influences our actions.



# Learning and Teaching- Month Ahead

## Transdisciplinary Math

Students will explore the concept of timeline. They will inquire about data handling and use bar graph. They will find the meaning of bar and graph and further look at interpreting data using bar graphs.

## Transdisciplinary Language

Students will be introduced to character traits. They will list down the character traits of their role model. They will also inquire about homophones and compound words.

## Telugu

Students will read poems and watch videos of short stories related to Matra words. They will be framing sentences using the Matra words.

## Hindi

Students will be listing down words related to आ and इ matra. They will read poems and stories and list down the colours related to the matra words.

## Spanish :

Students will learn about basic introduction in Spanish like saying the name, age, likes and dislikes, etc. They will practice numbers from 1-10, family members, colors and letters of alphabet D, E, and F.

## French:

Students will continue to learn introduction of self to strengthen their language skills.



# Learning and Teaching- Month Ahead

## Music

Students will discuss the importance of the music element "Pitch".

They will define the term, "Rhythm" and continue to explore the element through different songs.

## Dance

Students will continue to explore the elements of dance through different movements.

## PE

Students will engage in Shuttle run, Zigzag run and ABC drills.

## Art

Students will continue exploring the elements of art. They will inquire about the element 'colour' and classify the colours into various categories using the colour wheel.

They will further inquire how the colours relate to each other and other classifications of colours like warm and cool colours, tertiary colours.



# Happenings Month Ahead

**Independence Day- 15th August**

**National Sports Day- 27th August**

**Our website:**

<https://www.thegaudium.com/>

**Events link:**

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

**Learning blogs:**

<https://www.thegaudium.com/the-learning-blogs/>

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