



PRISM

GRADE 1

Message from the Principal's Desk

Dear Parents,

Greetings!

Leadership capabilities range from intellectual and interpersonal skills to the conceptual and creative – required in today's environment. Effective leaders are aware of the happenings in this chaotic world. They realize the new and better methods and at the same time integrate it into a cohesive framework that helps others understand the next step forward.

Leaders are not just about decision making and strategy, they are the ones who take risk, go against the grain, often driven by a higher cause, a deep care for others or a complete conviction that they are acting for the greater good.

In this edition of the newsletter, I share with you an interesting and a valuable leadership story and lesson!



There was a beautiful kingdom, which was ruled by a prince who took over the Kingdom after his father's death. After few months of ruling, things started testing him. The drought caused losses for the farmers, many animals, birds, and precious plants in the forest were lost. This was followed by an unknown disease which affected many people. After few months, things started slowly improving.

Before they could recover completely, an enemy king took over the kingdom. The young king somehow managed to escape and planned to meet his childhood friend who was the king of a neighbouring kingdom.

On his way, he was thinking about how all these things could have happened to him. He was born to be a king of the most powerful and richest Kingdom, but now he lost everything. He believed that he had bad luck because nothing has happened to his father or any other king he knew.

When the Young king reached his friend's palace, the guards did not allow him, because of his dirty looks and clothes and he tried many times and all failed. He took a job so that he can buy some clothes. After some days with new clothes, he was allowed to meet his friend.

He explained all the things that happened to him to his friend. After hearing his story, his friend king ordered his people to give him a herd of 100 sheep. The young king was surprised as he was expecting much more than this. He doesn't want to be a shepherd. But he has nothing else, so he took his friend's offer.

After a few days, while he was grazing his herd, a group of wolves attacked his herd and killed all. While the wolves were attacking, the king ran away from that place. Then he again went to his friend and asked for help. This time he gave 50 Sheep. But once again he failed to protect his herd from the wolves. The 3rd time, he was given just 25 sheep. This time young king decided that, if I don't protect my herd from these wolves, he will not get any more help from his friend. So, he studied his place completely and understood the wolves' attacking areas. He added additional fences and guards all around. He continued to monitor the places and talked to all people and kept on learning the tricks of maintaining the herd.

After a few years, his herd has grown into 1000 Sheep. With so much joy he met his friend and shared his achievement. After hearing him, the friend ordered his ministers to give him a whole state to rule over. Hearing this, he asked his friend "Why you didn't give me the state to rule when I first came to you for help?"

The friend king replied, "First time when you came to me for help, your mindset was like you were born to be a leader, but the truth was you are far from it. You needed to learn to lead your people. So, when I gave you the herd, I was waiting for you to learn, how to manage and lead others. Now I believe you are ready to lead others!"

(Source-<https://winnersstory.com/short-stories-leadership-1/> - adaptation)

Holding a position doesn't make you a leader. Knowing your people better, winning hearts and minds, achieving dreams and goals are important. Leaders handle situations for a better outcome- they make a difference.

Let each one of us ensure that we are leaders, who are ready to make a difference and provide our students opportunities to build their leadership capabilities as well.

Best wishes

Anjalika Sharma

Message from the Center Head's Desk

Dear Parents,

Greetings!

Students take pride in sharing their learning journey with their peers, teachers, and parents. The student portfolio is the compilation of the evidence of learning, which the students share with others to make learning visible and apparent.

The portfolio is an on-going, working document that is specifically used to document student's learning. It enables the student's voice and choice and gives them a sense of ownership of their learning, building their self-efficacy. It gives students a space to reflect on their learning and provide a place for them to monitor and record their progress. A portfolio over the time shows the progressive development with respect to knowledge, conceptual understanding, skills, and attributes of learner profile.



To build their portfolio, both students and teachers in each grade level, have begun sharing their chosen piece of work in different subject areas that best demonstrates their learning or their progression of learning. For making these choices, they reflected upon the reasons for the choices made, how they performed in the selected learning engagement, what they learned from these tasks and how they can improve further.

The portfolio also documents any action they took as a result of their learning.

One key point to highlight is that the entire process here involves continuous reflection. Reflection is an integral part of the learning process. Opportunities to engage in self-reflection are a part of everyday learning and teaching at The Gaudium.

Teachers too reflect and provide necessary support as they monitor and document learning regularly through a range of assessment strategies and tools. The various assessment tools that are being used for this purpose are anecdotal records, checklists, continuum, and rubrics.

Our students of Grade PP2 and Grade 1 have been introduced to the Design Thinking process in connection with their current units of inquiry. They engaged in discussions to develop an understanding of the different stages in the Design Thinking process.

We have successfully begun with our first Parent informative session, on School Policies. The upcoming sessions will cover key elements of our Program and pedagogy. We are very appreciative of all the support extended from you so far to connect, engage, and collaborate.

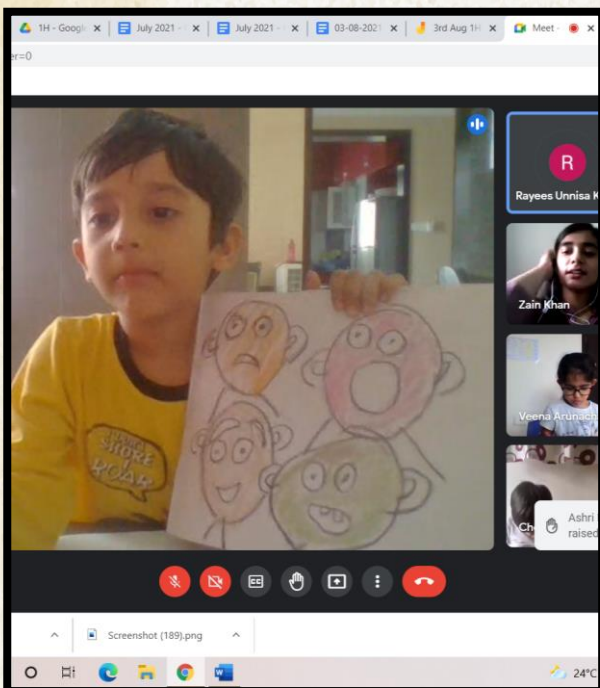
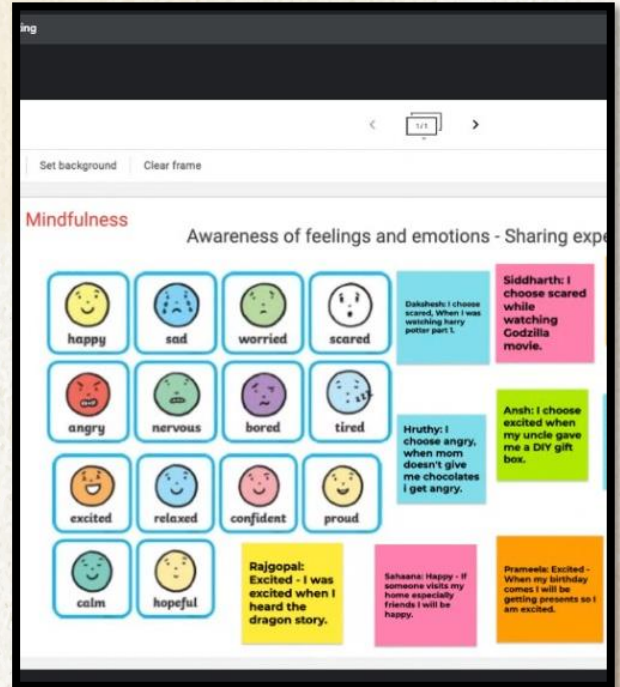
Ranjeeta Sahoo

Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students practiced bunny breathing, slow walking and sense countdown. They also discussed about their feelings and emotions as part of self-awareness. Students also talked about what happiness is for them and framed heartfelt phrases for themselves and their peers.

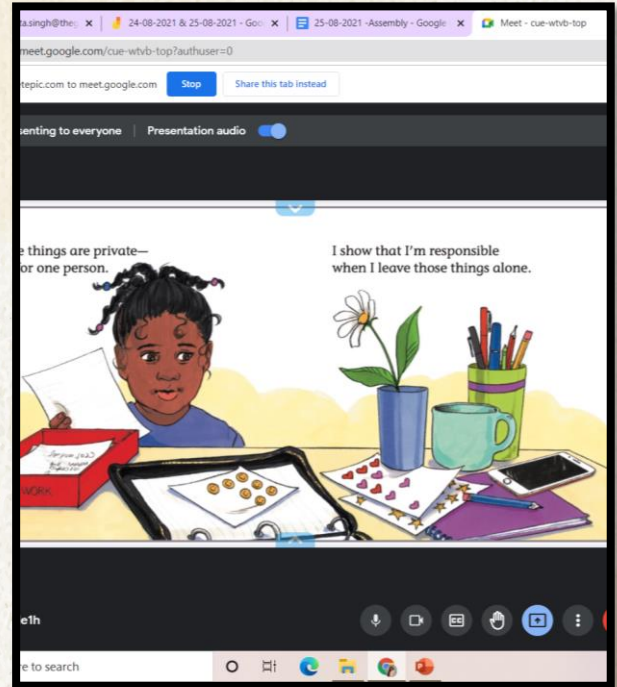


During the group awareness sessions, students shared about the emotions they are aware of. They used facial expressions to match the emotion presented on the screen. Later the students were able to relate and draw emotions they have experienced.

School Philosophy- 5 Developmental Pillars

Core values

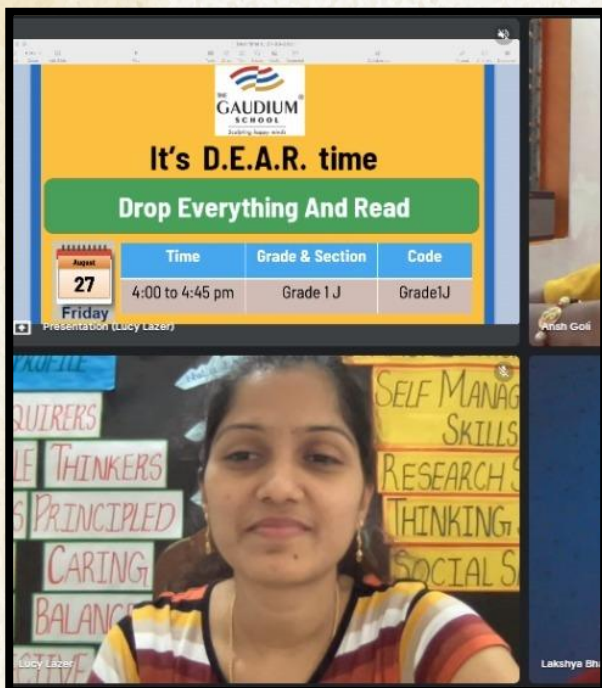
Students continued to develop their understanding of the Core value 'Respect', through various ways. They connected to stories related and shared real-life examples of where they have displayed respect.



Holistic Excellence

As a part of holistic excellence, students participated in DEAR Time and engaged in read aloud sessions. They read online books and shared their reflections. They started working on their portfolios.

Students continued to make connections with attributes of learner profile during the learning and teaching. They have been introduced to Design Thinking process in connection with their unit of inquiry.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Various events were conducted to promote stakeholder engagement such as, 'Bonding over breakfast' and 'National Sports Day'. "Begin your day with Yoga", was launched too for all the students and teachers along with their family members to practice yoga and make conscious efforts towards leading a healthier lifestyle.



Global Leadership

Students demonstrated their ownership of their learning by engaging in sharing the choice of work they would like to include in their portfolio that shows their learning or progression of learning.

Students continued co-constructing of criteria for assessments.

Students got an opportunity to present their learning confidently in front of the learning community through their class assemblies.

Student Reflection

My chosen work is

I did this task with Peers ☐ Alone ☐

I chose this work because

Professional Development

Reading Sessions

The following documents were discussed as part of our regular reading sessions:

Solo Taxonomy: This document focused on understanding different levels of thinking within the SOLO taxonomy and discuss how SOLO taxonomy can be used to design learning outcomes across a unit of inquiry (a learning progression), identify inquiry-based strategies to support students and structure success criteria for a specific task.

Student Language Agreements:

Through this document we developed an understanding of how to establish agreed understandings about language use among students and teachers.

Translanguaging: This document covered what translanguaging is. As part of sharing reflections, the team discussed strategies for building an active translanguaging classroom.

Developing a culture of questions: We read and shared our reflections on the importance of questions in inquiry learning, and how students can be supported in developing their questioning skills.

Flexible Unit Time Frames: The document gave insight to a range of flexible unit time frames and the associated benefits.

Professional Development

Session by the Inclusion department on Self-criticism

Ms. Jaswandi Sahasrabudhe, School counsellor, conducted a session on Self-criticism. It is an evaluation of one's behaviour and attributes, with recognition of one's weaknesses, errors, and shortcomings. Self-criticism impacts our decision-making skills, leads to clouded thoughts, strained relationships with others and self, and negative thoughts patterns about ourselves. She concluded the session by suggesting few ways we can work on excessive self-criticism and emphasized on the importance to balance self-improvement with self-acceptance.

Parent Informative Sessions

We conducted the first parent informative session on the virtual platform. The session focused at developing a common understanding of our various school policies.

The following school policies were discussed in different breakout rooms:

- Library Policy
- Academic Integrity Policy
- Assessment Policy
- Language Policy
- Inclusive Learning Policy
- Child Protection Policy

The upcoming sessions will be covering key elements of our program and pedagogy.

Learning and Teaching- Month Review

Transdisciplinary Theme:

Sharing the planet

Central Idea:

People interact with, use and value the environment in different ways.

Lines of Inquiry:

Natural and human made elements of the environment

Ways environment addresses people's needs

Importance of space in the environment

Key Concepts:

Function, Responsibility, Connection

Related Concepts:

conservation, development, sustainability

Learner Profile:

Caring, Knowledgeable, Principled

Students concluded the unit under the theme 'Who we are'. They completed a task wherein they reflected on different aspects of their wellbeing. They shared which aspect of well-being would they improve and gave reason for the same.

They tuned into the unit under the theme "Sharing the Planet ". They watched two videos and listed down what they observed. Based on the discussion they came up with the word "Environment." They framed a common definition of the term 'Environment'.

Students listed the different environments that they know of. They listed the various things they see in those environments and sorted it into categories like living and non-living, natural and man-made.

Learning and Teaching- Month Review

Students also started the Design Thinking process and discussed the meaning of the terms 'design' and 'thinking'. They watched a PPT and shared why Design Thinking is important. They then looked at the different environments that they had listed and shared the problems they see/face in those environments.

Transdisciplinary Language

Students made transdisciplinary connections with nouns during the unit. They could list what they observed in different environments and sorted them into common and proper nouns.

Transdisciplinary Math

Students made transdisciplinary connections with odd and even numbers while sorting the different types of things in an environment.

They made connection to fractions while looking at the term 'element'. They inquired into what is a fraction and engaged in various learning engagements related.

Learning and Teaching- Month Review

French:

Students learnt how to greet each other in French and ask about each other's well-being using a song. They have learnt to name the French vowels and the words for the vowel sounds A & E. They have been introduced to French vowels (I, Y, O, U, H). Students engaged in creating short bilingual stories to show their learning.

Spanish:

Students were introduced to the Spanish language and a few facts about Spain and its culture.

Communication skills were developed by learning the basic greetings of Spanish like hello, good morning, good afternoon, good night, thank you, bye and a rhyme was shown on the same.

Enhancement of interpersonal relationship was done through asking the other person how they are and answering the same in Spanish.

Hindi

Students were introduced to "ग" and "घ" akshar. They heard a story based on these letters and shared their views on the story. Students listed the new words that they came across in the story. They recited the poem 'Papa Ka paisa Gol'. They revised the letters from "क" Varg and were introduced to numbers through the poem "Dhobi Aaya, Dhobi Aaya."

Telugu

Students were introduced to "ka vargam". They practiced these letters by reciting rhymes and listening to stories. They also identified objects related to ka vargam.

Learning and Teaching- Month Review

Dance

Students practiced the dance movements learnt earlier. They had a discussion on the elements of dance, and they identified the elements they used during the class.

Art

Students explored the colours and the colour wheel. They discussed the importance and reasons for the placement of the colours on the colour wheel. They explored the warm and cool colours, the reason why they are called warm or cool colours and created artwork using the same.

PE

Students participated in various physical like walking, jogging, and running. They discussed the benefits and precautions to be taken while doing the physical activities.

Music:

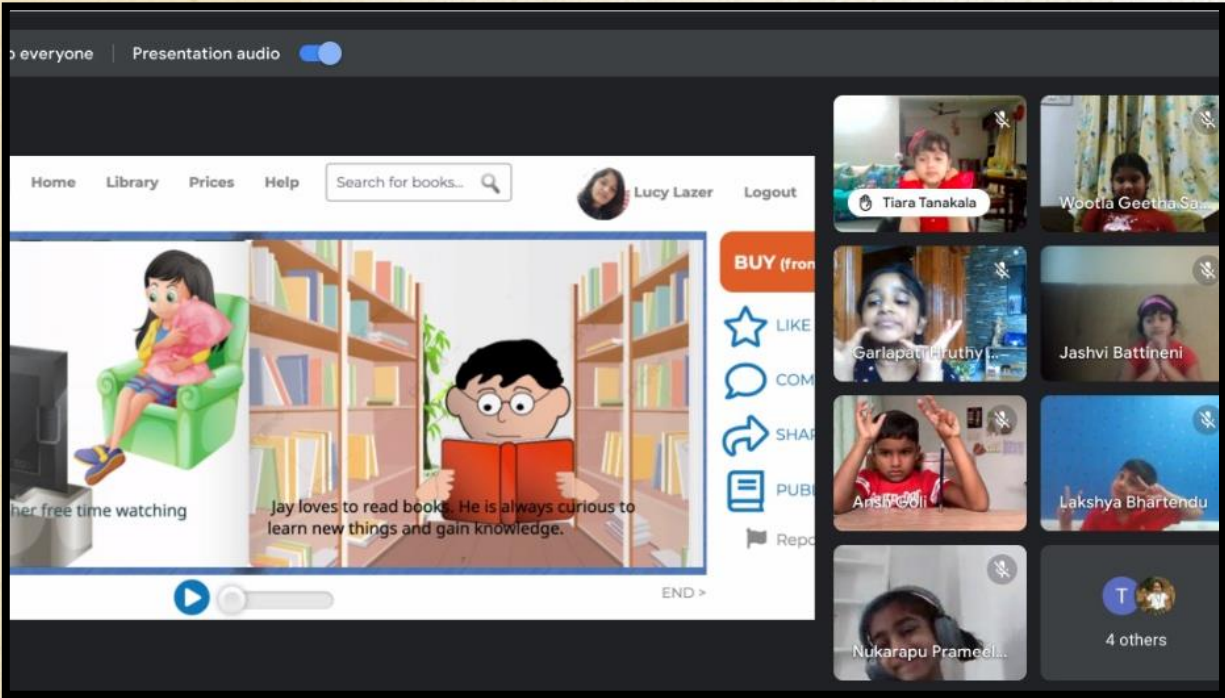
Students learned the importance of different voices(pitch). Students practiced vocal exercises with vowels with the help of electronic keyboard in different pitch. They practiced 'National Anthem', 'We shall overcome' and 'Hum Honge Khamyaab'.

Drama

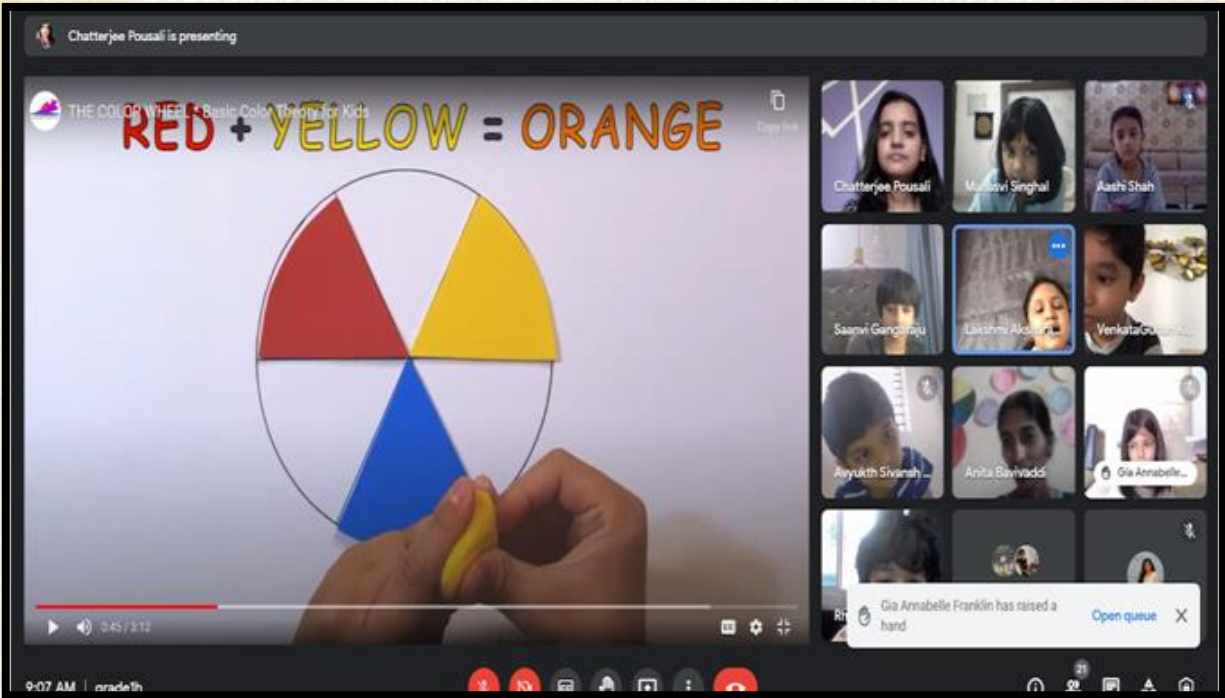
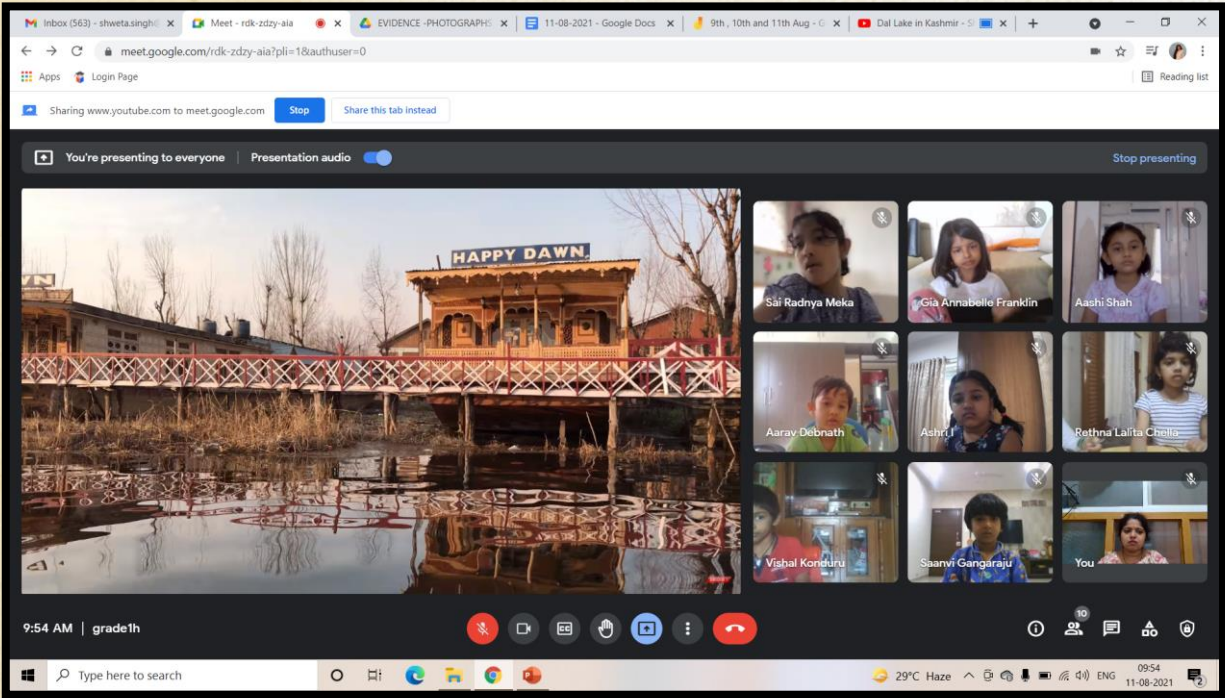
Students worked on the following areas:

- Body Language- Watching the characters and identifying their body language
- Exploring- Eye contact, body movement, gesture and voice of the character

Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

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Key Concepts:

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Related Concepts:

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Learner Profile:

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Unit of inquiry

Students will continue with the Design Thinking process. They will list the problems they face in the chosen environment. They will use the 5 Whys strategy to find the root cause of the problem. They will come up with possible solutions and make a prototype that will solve the problem.

Students will find the meaning of the term 'needs'. They will inquire into the concept of needs and wants. They will list the various ways the environment addresses people's needs.

Students will inquire about the importance of space. They will find out why space is important and differentiate between 'space and 'place'.

Learning and Teaching- Month Ahead

Transdisciplinary Language

Students will continue to explore more about common nouns and proper nouns. They will further inquire about the meaning and usage of questioning words through interactive learning engagements.

They will connect to the concept of 'homophones' while looking at the word space.

Transdisciplinary Math

Students will work on simple fractions. They will further inquire about word problems and problem-solving steps. They will solve problems related to addition and subtraction.

Students will connect to the concept of place value while inquiring about the word place. They will also calculate area in square units counting squares.

Hindi

Students will be introduced to the letters from "ch" Varg. They will read stories based on this concept and will revise the letters taught in the class previously.

French

Students will learn the French numbers (1-5) and count objects that they can name in French. This will be followed by introduction to the consonant clusters (ba, be, bi, bo, bu).

Spanish

Introduction of Spanish vowels A, E, I, O, U will be done. Letter Y will also be introduced. Introduction to Spanish diphthongs will be done along with numbers from 0-5.

Learning and Teaching- Month Ahead

Telugu

Students will be introduced to 'Cha Varga'. They will practice the same by identifying objects, listening to stories and reciting poems related to 'Cha Varga'.

PE:

Students will practice basic skills to improve fine and gross motor skills through different learning engagements. They will also learn about different athletic events and techniques.

Music:

Students will be introduced to rhythm. They will reflect their understanding of tune, pitch, diction and memorization. Students will listen to two pieces of music – one in rhythm and the other out of rhythm, to understand the difference.

Art:

Students will revisit the element-shape. They will be inquiring about 2D & 3D shapes, organic and geometric shapes. They will explore the similarities and differences between artworks and the use of shapes.

Dance:

Students will continue with to do body warmup and body stretching movements. They will use the elements of dance to create dance movements.

Drama:

Students will work on the following areas demonstrating the attribute of being Thinkers/Communicators.

- Types of emotions through expression.
- Connecting body language and expression to real life.

Happenings Month Ahead

Teachers Day Celebration: 4th September

International Literacy day: 8th September

Bonding Over Breakfast: 11th September

World Mindfulness Day: 13th September

Hindi Divas: 14th September

International Dot Day: 15th September

Student Led Conference: 18th September

International Day of Peace & World Gratitude Day: 21st September

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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