



# PRISM

GRADE 2



# 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**

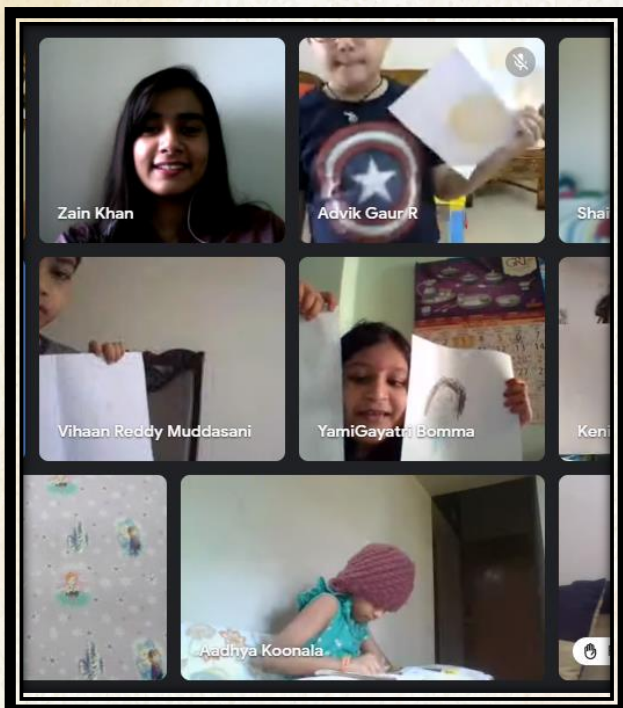
**Center Head**



# 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.



The theme for the Group Awareness sessions for this month was emotional regulation. Students were introduced to emotions. The pictorial depiction of emotions helped the students to identify with these emotions and express their own emotions through expressions. Students learnt the importance of recognizing their emotions and accepting it.



# 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.





# 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

## **Unit of Inquiry:**

## **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

## **Learner profile:**

Inquirers

Reflective

Communicators

Students concluded their unit of inquiry under the transdisciplinary theme 'How we organize ourselves' by co-constructing the concluding task, assessment tools and criteria.

They tune into their second unit of inquiry under the transdisciplinary theme 'Who we are'. They inquired about role models and shared their reasons for their choice of role models.

Students discussed the different attributes a role model has and how they have displayed the same attributes in their life. They made real life connections to different attributes of the learner profile. They framed questions to explore more about their role models.

They discussed the meaning of the terms 'beliefs' and 'values' and shared their personal as well as family beliefs and values.



# Learning and Teaching- Month Review

## Transdisciplinary Language

Students made transdisciplinary connections to nouns. They sorted nouns into common, proper and gender nouns.

On exploring further about role models, students made connections to fact and opinion, homonyms and descriptive writing. They continued to read different stories to enhance their communication skills.

## Transdisciplinary Math

Students made transdisciplinary connections to 'data handling' and practiced the same through various learning engagements. They represented the data collected using tally marks, bar graphs and pictographs. They also analyzed the various data collected in the class. Students also connected to the concept of timeline.

## Art

Students explored the element-colour. They were introduced to the colour wheel that has primary, secondary, warm and cool colours. They inquired about tertiary colours and found out that it is made using the primary and secondary colours. They created artworks using the tertiary colours. They also inquired about the next element-shape.

## Drama

Students worked on the following areas :

Characterization-

- Identifying characteristics in a performance
- Portray a character



# Learning and Teaching- Month Review

## Dance

Students explored the elements- "body movements and music". They practiced warmup, stretching and basic dance movements. They practiced dance movements to understand the fundamentals of dance while performing.

## Music

Students learned the importance of element of music, 'tune'. They practiced vocal exercises using double notes with the electronic keyboard as a resource and practiced 'National Anthem', 'It's a small world' and 'Lehara Tiranga'. songs.

## PE

Students were engaged with practicing fundamental skills. They used different objects while balancing. Students practiced whole body movements as well. They watched videos based on fitness games and shared their reflections.

## French

Students learnt the French vowels (I, Y, O, U, H). They focused on creating short bilingual stories to show their learning.

## Telugu

Students identified and wrote deergam words by listening and reading Panchatantra stories. They practiced gudi, gudi deergam, kommu words through flash cards.



# Learning and Teaching- Month Review

## 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.

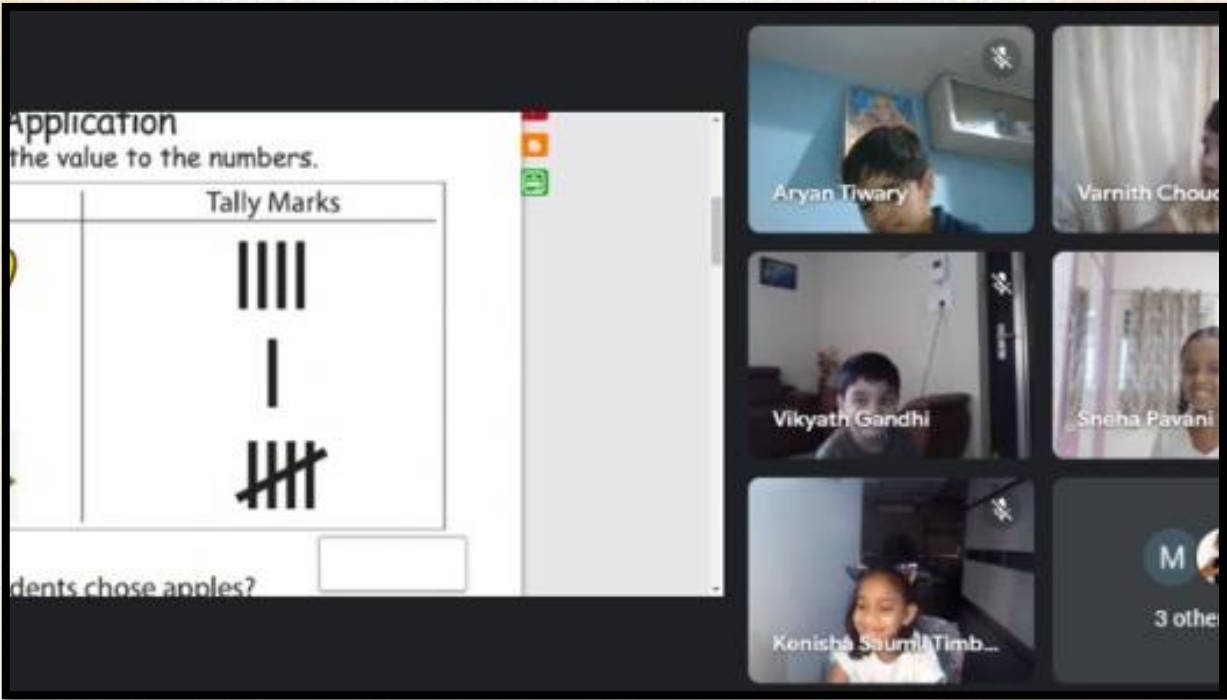
## Hindi

Students were introduced to 'P' varg and य to ज्ञ letters. They read simple sentences based on these letters to help them recognize and pronounce the letters efficiently. Students watched a short story on Aa matra. They wrote the Aa matra words they have heard and framed sentences using them.

They were also introduced to the small e matra (इ), big e matra (ई) and practiced word formation using these matra. They also wrote the meaning of the words framed.

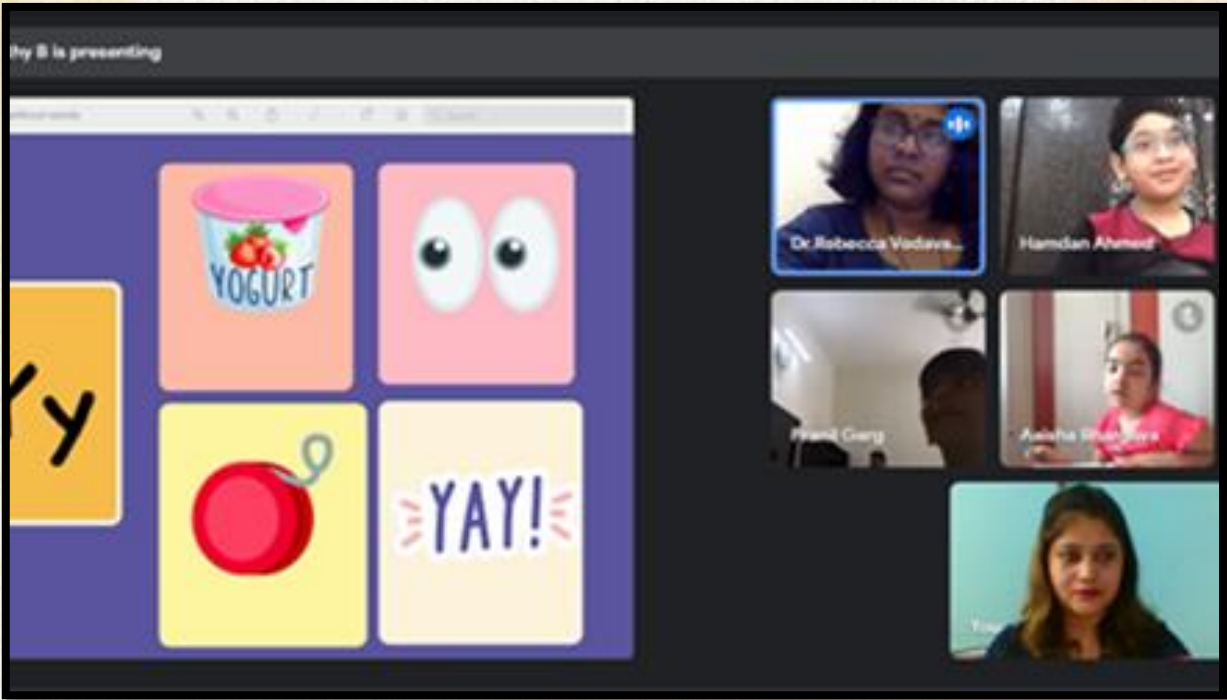


# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Ahead

## Transdisciplinary Theme:

How the world works

## Central Idea:

Materials undergo changes that may pose challenges and provide benefits for society and the environment.

## Lines of Inquiry:

- Materials and their uses,
- Changes materials go through,
- Challenges associated with manufacturing, processing and its by-products

## Key Concepts:

Function

Responsibility

Change

## Learner Profile :

Risk-Takers

Thinkers

Principled

## Unit of inquiry

Students will continue to inquire about beliefs and values. They will find the meaning of the terms 'beliefs' and 'values'. They will inquire about their role model's beliefs, values and where did it emerge from. They will look into the factors that determine beliefs and values.

Students will find the meaning of the terms 'action', 'choices' and look into the concept of choice. They will discuss about where do we make choices and why do our choices differ. They will inquire into how our role models influence us, our actions and choices.

They will begin inquiring under the theme 'How the world works'. They will find the meaning of materials and explore its uses. Students will explore the changes different materials go through and different challenges faced during manufacturing and processing of materials.



# Learning and Teaching- Month Ahead

## **Transdisciplinary Language:**

Students will make connection to adjectives and character traits. They will read various books and list the character traits. They will connect to adjectives while describing their role models.

Students will be introduced to procedural writing, conjunctions, synonyms and antonyms, cause and effect and various degrees of comparison. They will read different types of scientific reports under non-fiction.

## **Transdisciplinary Math:**

Students will explore the concept of factors and find out multiplication rules and facts. They will connect to the concept of place value and find the place value of numbers up to 999.

They will explore the concept of measurement. They will inquire about weight, temperature and basic conversions.

Students will create and interpret data. They will also explore the concept of arithmetic operations and do word problems connecting it to real life. They will also explore different 2D and 3D shapes and its properties.

## **Hindi:**

Students will be introduced to small o and big o matra sounds. They will frame words, sentences and listen to stories with the sounds.

## **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).



# Learning and Teaching- Month Ahead

## Telugu:

Students will watch Panchatantra stories and engage in prediction. They will explore the guninta words in the story. They will also be engaged in descriptive writing.

## Spanish :

Introduction of Spanish vowels A,E,I, O, U will be done by learning different vocabularies from each letter. A song based on the same words will be shown. The letter Y will also be introduced. Introduction to Spanish dipthongs will be done along with numbers from 0-5.

## PE

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

## Art

Students will continue to inquire about the element shape. They will explore the 2D and 3D shapes, create artworks using them and then further inquire into the next element of art - texture.

## Dance:

Students will learn full body movements and gestures (moving different parts of the body), turns, hand-leg coordination, footwork, locomotors and non-locomotor movements.

## Drama

Students will work on the following areas

- Exploring children theatre performance.
- Using the body to enact living and non-living things.

## Music

Students will be introduced to rhythmic patterns. They will listen to two songs and identify the pattern.



# Happenings Month Ahead

Teachers Day Celebration: 4<sup>th</sup> September

International Literacy day: 8<sup>th</sup> September

Bonding Over Breakfast: 11<sup>th</sup> September

World Mindfulness Day: 13<sup>th</sup> September

Hindi Divas: 14<sup>th</sup> September

International Dot Day: 15<sup>th</sup> September

Student Led Conference: 18<sup>th</sup> September

International Day of Peace & World Gratitude Day: 21<sup>st</sup> 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/>

## **Facebook : For daily updates please like the page.**

<https://www.facebook.com/thegaudiumschool/>