



# PRISM

GRADE PP2



# 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**

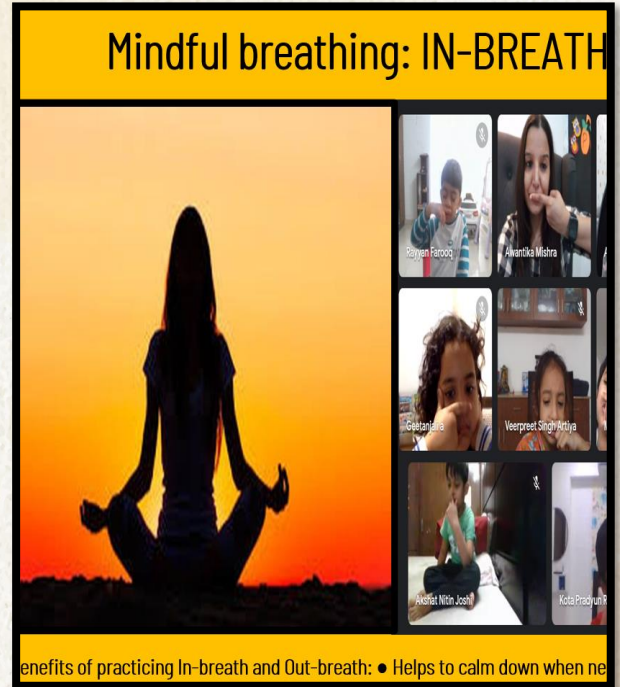
**Center Head**



# 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. They gained an understanding on how to relate emotions to events. Students took turn and expressed about their emotions relating to their experiences.



# 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.

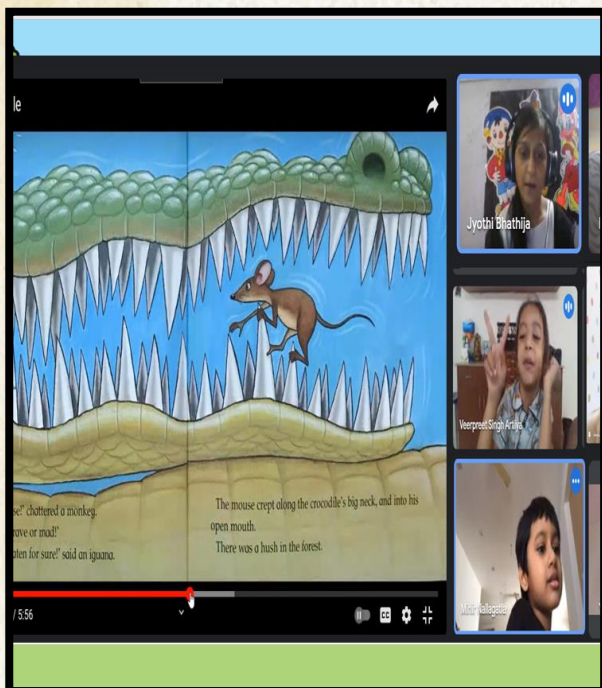


## Holistic Excellence

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.

Students have been introduced to Design Thinking process in connection with their current 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:

How we organize ourselves

## Central Idea:

Many products go through a process of change before they are consumed or used.

## Lines of Inquiry:

- Origins of products
- Processes products go through
- Reasons for change in products

## Key Concepts:

Function

Change

Causation

## Related Concepts:

Ingredients, process, consumption

## Learner Profile:

Inquirers

Thinkers

## Unit of Inquiry

Students continued their inquiry into the unit under the theme, 'Who we are'. They were introduced to interest and abilities through different scenarios. Students also made a Y chart wherein they listed their characteristics, interests and abilities. They shared this with the peers they paired with and identified the similarities and differences. They could connect with the concept of identity. They demonstrated their learning through the end of unit assessment task.

Students started inquiring into their 2nd unit under the theme, 'How we organize ourselves'. They have unpacked the words 'Products' and 'Change', through various learning engagements. They brought a product and shared about it as part of 'Show and Tell'. Students sorted the products into different groups. They also explored the origin of a product. They were introduced to the Design Thinking process in connection with this unit of inquiry.



# Learning and Teaching- Month Review

## Transdisciplinary Language

Students connected with action words as they described their interests and abilities. They further framed simple sentences using "I can.." and "I like to...", to express their interests and abilities. They revisited the concepts of opposites, singular and plural and framed simple sentences using the same. Students also explored naming words.

### Drama

Students developed understanding of positioning, hand movement and body movement in the space available. They discussed the character's position, their point of view and their actions as well as the flow of events in the story.

## Transdisciplinary Math

Students revisited Bar graph by reading, analyzing and interpreting the data from it. They solved simple addition problems. Students identified odd and even numbers through different learning engagements.

### Art

Students explored about secondary colours by mixing the primary colours using crayons, pencils, paints and through online games. They used different colouring techniques like blending colours and using them in creating artworks for different occasions like Independence Day, Rakhi, Janmashtami, and Onam.



# Learning and Teaching- Month Review

## Dance

Students learnt basic hand and leg movements and combined them in different ways on count of 8. They developed an understanding about different body postures.

## Music

Students explored about pitch. They practiced vocal exercises and practiced songs in different pitches using the electronic keyboard as an accompaniment.

## PE

Students participated in different learning engagements (Move and freeze, Traffic rules, Simon say, Mind game, Number game, etc.) based on fundamental skills like jogging, running, jumping and hopping. They used different objects while engaging in the task to improve balancing. Students improved their strength and fitness through warm up and cool down exercises.



# Learning and Teaching- Month Review

Teacher: Aditi Maheshwari      Grade: PP2      Subject: UOI      Date:13-08-2021

Task: From the range of characteristics, abilities and interests choose the ones that best describes you.

My characteristics

Boy <input checked="" type="checkbox"/>	Girl <input type="checkbox"/>	TALL <input type="checkbox"/>	OLD <input type="checkbox"/>	YOUNG <input checked="" type="checkbox"/>	STRAIGHT <input checked="" type="checkbox"/>	WAVY <input type="checkbox"/>	CURLY <input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

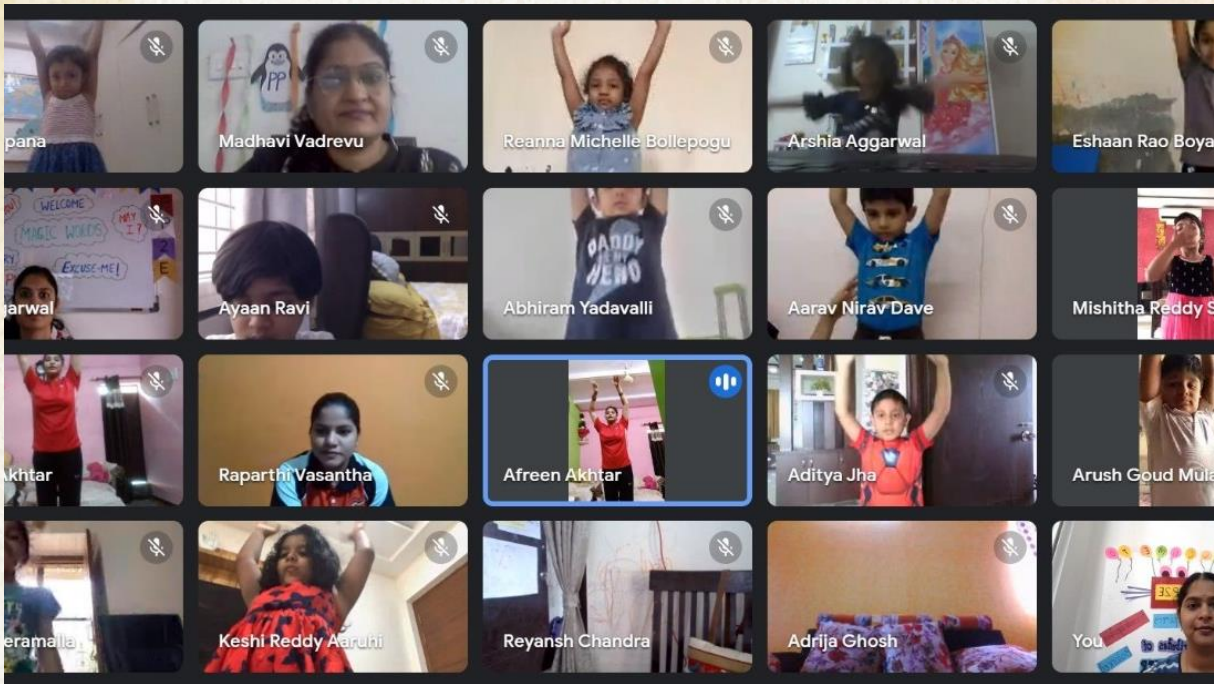
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Trisha Sharma, Aditi Maheshwari, Krita Pradyun Reddy, Nisha Bhargava, Ayra Oberoi, Snehanjali, You

Madhavi Vadre, Vriha Veer, Sonal Agarwal, Arush Goud, Idhant Bonthu, Arshia Aggar, Adrija Ghosh, Mishitha Red, Yashika Sri Doo, Reyansh Cha



# Learning and Teaching- Month Review





# Learning and Teaching- Month Ahead

## Transdisciplinary Theme:

How we organize ourselves

## Central Idea:

Many products go through a process of change before they are consumed or used.

## Lines of Inquiry:

- Origins of products
- Processes products go through
- Reasons for change in products

## Key Concepts:

Function

Change

Causation

## Related Concepts:

Ingredients, process, consumption

## Learner Profile:

Inquirers

Thinkers

## Unit of Inquiry

Students will further explore what is, 'process' and how process and change are connected. They will also share what else is processed. Students will watch videos related to processes different products go through. They will use Design Thinking process to design or create a product for their choice of user and will engage in discussion sharing what they would like to create and why.

## Transdisciplinary Language

Students will revisit verbs - action words and nouns. They will also engage in describing products using simple sentences.

## Transdisciplinary Math

Students will be introduced to the concept of subtraction. They will share how they have processed information while solving simple word problems related to addition and subtraction.



# Learning and Teaching- Month Ahead

## 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.

## Drama

Students will continue to discuss the character's position, their point of view and their actions as well as the flow of events in the story.

## Music

Students will be introduced to rhythm and tempo.

## 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.



# 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/>