



# PRISM

GRADE 1



# Message from the Principal's Desk

Dear Parents,

Greetings!

Gratitude is about being thankful for positive experiences, and sometimes thinking about challenging situations can help us nail down what we have to be thankful for.

Gratitude can be strengthened through practice. The more it is taught and emphasized in school, the stronger it will be for the students.

A story that caught my attention recently-

Underneath the peach tree there lived a big earthworm, called a night crawler. It went through the soil by digging tunnels, and then using those tunnels to travel. It came up, usually at night and sometimes on wet rainy days, to eat the rotting leaves laying on top of the ground.



It helped recycle the leaves by eating them and then turning them into castings to fertilize the soil. It went deep into the ground if the weather above was too hot or too cold.

Now the peach tree grew fast. Every Spring, it woke up. It had to bloom, grow leaves and bigger branches, and finally when it was old enough, have fruit by Summer. Else the farmer will chop it down.



Then in the Fall when it got colder, its leaves would change color and fall onto the ground. It was dormant all Winter long.

As the peach tree grew, it found out how difficult it was to grow its roots directly into the hard ground. It looked for an easier way. So it began to grow its roots into the tunnels the night crawler had made. As the tree grew, its roots also grew, and soon the night crawler's tunnels were closed.

The night crawler could not come up for food. So, in order to stay alive and keep from starving, it had to dig more tunnels.

They were both helping each other, and by doing this, they were actually helping themselves.

The peach tree had to shed its leaves which the earthworm ate, and the earthworm's castings fed the peach tree.

And the earthworm had to dig more tunnels which allowed the peach tree to grow bigger so that in the Fall there were plenty of good leaves (and maybe a peach or two that the farmer missed) for the earthworm to eat. "And they lived happily ever after."

(Acknowledgement-<https://www.thank-your-stars.com/worm-story.html>)

Being grateful for all that we have is the keys to happiness. The practice of being grateful, not just for a day, but as a habit, keas to many benefits.

We take gratitude as our core value and practicing gratitude means that we are content and enjoy simple things. We begin to appreciate what we have. Gratitude improves our confidence, self-esteem and connects us with the wider world

This month we celebrated World Gratitude Day on 21st September and look forward to continue providing opportunities and experiences to our students to deepen the habit of gratitude!

**Best wishes**

**Anjalika Sharma**



# Message from the Center Head's Desk

Dear Parents,

Greetings!

We conducted our second Parent informative session unpacking what is inquiry, what does inquiry process look like, what do students do as inquirers, how do the members of the learning community support inquiry and what are some key considerations that are crucial to support inquiry learning.

Inquiry recognizes students as being actively involved in their own learning and taking responsibility for that learning. It is an authentic way for students to relate to, explore and understand the world around them. Inquiry nurtures curiosity and promotes enthusiasm for life-long learning.



Effective inquiry encourages students to think, challenge and extend their ideas. It prompts students to reflect and take action. Through the inquiry process, students develop and demonstrate or practice the Approaches to Learning (ATL) and attributes of the Learner Profile.

Students as inquirers reflect on learning throughout. They make real-life connections with what they learn as they inquire.



Students engage in discussions and seek different perspectives from their peers, teachers, and parents. In this process, they engage in both individual and collaborative learning experiences.

Engaging in experiences like Design Thinking, discussing real life issues around them, makes them critical and creative thinkers. They seek information from various sources to support their inquiry making them resourceful. As students take responsibility for their learning, they continue to make consistent efforts to inquire.

As family members you can further support student inquiry by:

- talking about the inquiry being explored in class and encouraging children to share their inquiries with extended families or friends
- motivate and support learning, encouraging interest and curiosity with learning at home
- supporting children as they research to gather information

Parents are important stakeholders in collaborative learning. Your involvement provides an increasingly genuine learning experience for our students and benefits them in their learning journey.

Our upcoming Parent Informative Session will be focussed on the Design Thinking process covering, what is Design Thinking, the opportunities our students have, to use Design Thinking during their inquiry and how students benefit from engaging in this process.

**Ranjeeta Sahoo**

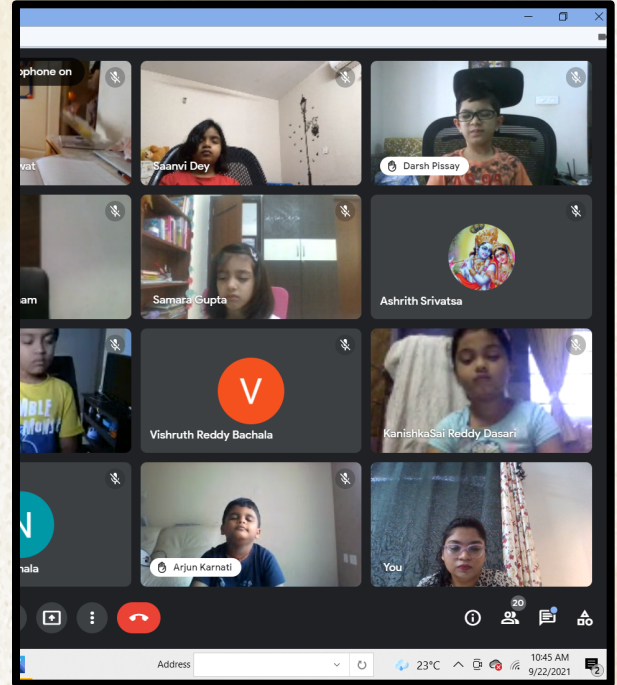
**Center Head**



# School Philosophy-5 Developmental Pillars

## Mindfulness and Well-being

Students practiced mindful walking, superman pose, guess the sound and back to back breathing. They discussed about the ways they manage their emotions. On world mindfulness day they shared their favourite mindfulness activities and discussed about the importance and the benefits of mindfulness in everyday life. They also practiced wonder pose which promotes self-confidence and self-appreciation.



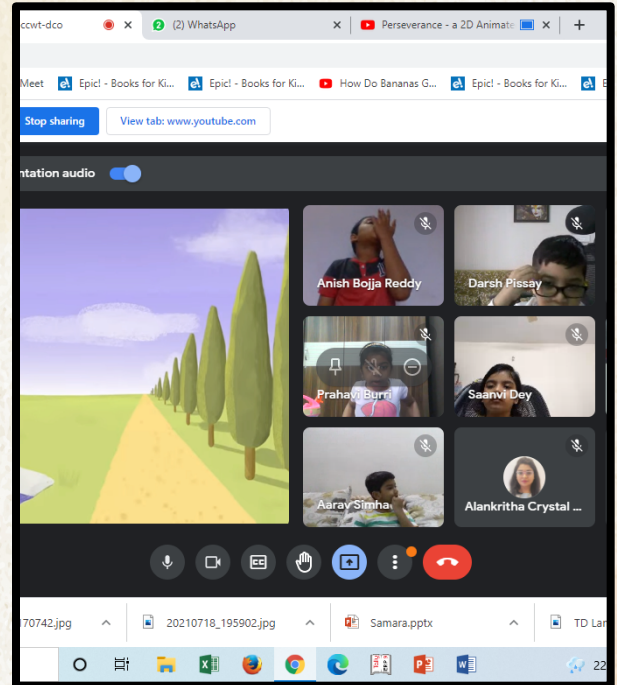
The theme for the Group Awareness sessions for this month was self-esteem. In the first session, students shared things they appreciate about oneself. In the second session, a positive self-talk tree was created that reflected the affirmations students will convey to themselves when caught up in an unpleasant situation.



# School Philosophy- 5 Developmental Pillars

## Core values

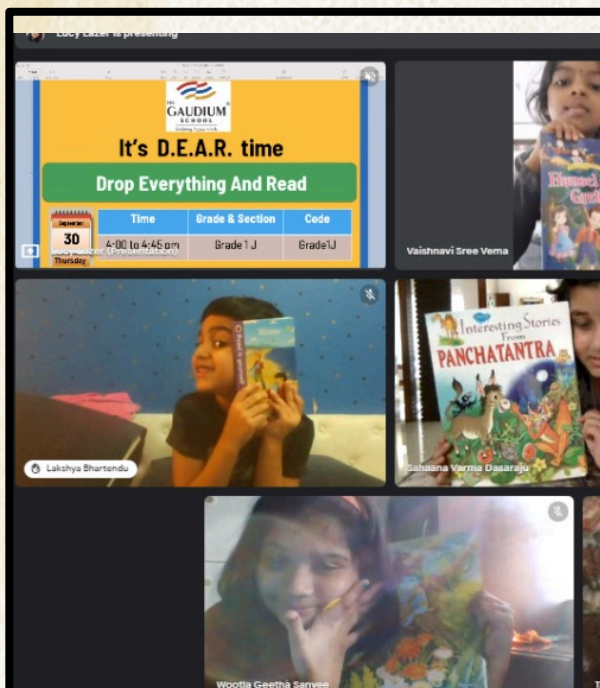
Students developed their understanding of the Core value, 'Perseverance', through various ways. They watched videos, connected to stories related and shared real-life examples of where they have displayed perseverance as well as discussed. Students also shared about the core value, 'Perseverance', during school assemblies.



## Holistic Excellence

As a part of holistic excellence, students were engaged in DEAR time, and this helped them understand the importance of reading. It also helped students develop a love for reading. They thoroughly enjoyed reading stories and shared their reflections as well.

Students engaged in Design Thinking process during the inquiry and worked in groups to find a solution for problems identified from their chosen environment.





# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement

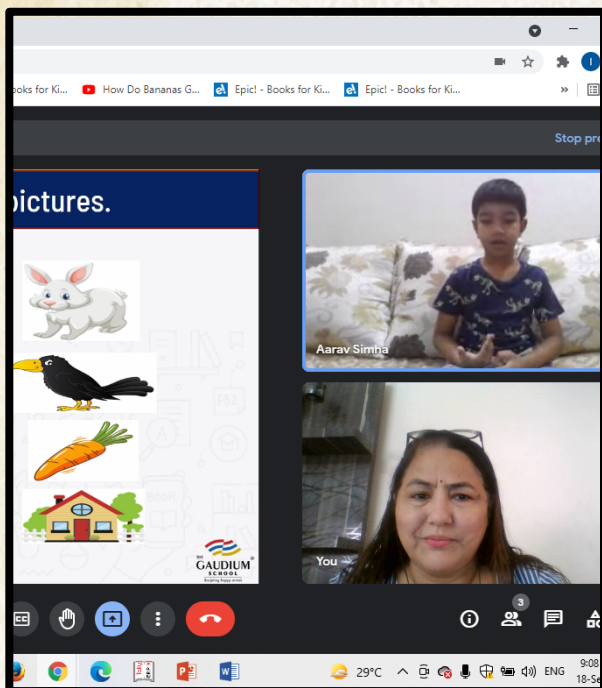
Various events were conducted to promote stakeholder engagement such as, 'Bonding over breakfast', 'World Gratitude Day' and, 'International Day of Peace'. Parent informative sessions were conducted as well with the objective of gaining a better understanding of the programme to support their child's learning.



## Global Leadership

Students demonstrated their ownership of their learning through the Student led Conference, where they presented their learning to their parents, family members and teachers.

They continued with 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.





# Professional Development

## Reading Sessions

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

### Explicitly teaching thinking skills:

This document focused on developing understanding of the ways in which we can foster a culture of thinking through classroom practices. It also covered knowing a range of practical strategies and techniques for explicitly teaching thinking skills and how to embed the approaches to learning across the curriculum

### Inquiry in a primary setting:

Through this document we developed an understanding of the ways in which inquiry learning is personalized through context and student needs

## Purposeful technology integration and implementation

Through this document, we learnt some examples of technology integration and implementation, reflected on how technology can be used to monitor, document, measure and report on learning and understand how technology can support inquiry

## An exploration of symbol-sound relationship

This document helped us learn about how observing play helps us to monitor and assess students' understanding. It emphasized student learning to be documented over time, with supportive and age-appropriate opportunities and activities as documenting inquiry supports assessment and planning.



# Professional Development

## Sharing a range of visible thinking routines

Teachers will be using these strategies for students to share their learning- understanding - make meaning - share perspectives connected to a concept / topic/ picture/ real life experience.

## Sharing of useful links for the team to read/watch, think and reflect

[https://read.bookcreator.com/aWAhdfUWXPQR1UPW7fJOHnfObsb2/xtm3KUrZT4m\\_\\_P9MwNezjA](https://read.bookcreator.com/aWAhdfUWXPQR1UPW7fJOHnfObsb2/xtm3KUrZT4m__P9MwNezjA)

[https://www.youtube.com/watch?v=oKV\\_S5NpDdc&t=151s](https://www.youtube.com/watch?v=oKV_S5NpDdc&t=151s)

<https://www.youtube.com/watch?v=Wh4WAdw-oq8&list=RDCMUczg9DCOn1vyzpZKxmBzEq6g&index=1>

## Parent Informative Sessions

We conducted the second parent informative session on the virtual platform. The session focused on developing understanding of what inquiry looks like in our setting.

Parents and teachers recalled their experience of learning in school days and shared the changes they would have made given an opportunity in how learning in classroom looked like or the approaches that were used for learning. They also shared their perspectives,



# 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

## Unit of Inquiry:

Students chose to explore different environments like home, school, party, forest, office and beach. They shared how these environment addresses the needs of people living in it. Students explored the importance of space in the environment. They used the design thinking process to explore further about their immediate environment by identifying the problems they are facing in it.

Students discussed among themselves and identified whether it is a local or global or a personal problem. Students conducted surveys to Empathize and analyzed the data. This helped them to dive deeper into the root cause using 5 Whys approach to define the problem. Later, they ideated and engaged in making prototype of the idea selected.

They shared their learning through the end of the unit assessment task.



# Learning and Teaching- Month Review

## Transdisciplinary Language

Students made transdisciplinary connections with, 'Nouns', during the inquiry. They explored more about types of nouns and sorted them into different categories (place, object, animal and person).

Students also connected to adjectives by looking and describing different environments.

Students actively participated in read aloud sessions and listed the words they come across.

## Transdisciplinary Math

Students explored fractions. They identified fractions as part of a whole such as one-fourth, half, three, fourth, etc. Students also comprehended data from bar graph. They engaged in collecting data as part of Design Thinking process and analyzed the data as well.

## French:

Students have learnt five farm animal names and the onomatopoeia sounds that these animals make. They learnt how to sing the rhyme, 'Old MacDonald', in French. They also learnt the vowel sounds U and H. They learnt how to differentiate between all the vowels learnt through a French vowel rhyme. Following this students learnt to count from 0-5 in French.

## Hindi:

The sixth letter of 'vyanjan' was introduced to the students. Reinforcement of क वर्ग letters was also done. Students identified, pronounced, and wrote the letter 'च' from objects and pictures which were shown to them. They were also introduced to 'छ' letter through a presentation. Story and poem were shown related to letter 'छ'.



# Learning and Teaching- Month Review

## Telugu:

'Cha Vargam' was practiced. Students identified the objects and pictures related to the letters. They explored the formation of the letters 'ch vargam' and practiced writing them by taking active part in the different learning engagements. Students practiced framing short sentences using those words helped them develop their speaking skills.

## PE

Students inquired about the different kinds of running drills. They further identified the basic skills need to be practiced to develop running skills. The students further discussed and identified the usage of their body parts while practicing running drills. They practiced different but kicks and high knees. The students discussed and shared the benefits of the butt kicks and high knees.

## Spanish:

Introduction of the vowel O was done through the animal names that either started with letter O or has letter O in it. The Spanish version of Old McDonald song was also practiced to learn the onomatopoeias of the animals. The vowel U was introduced with related vocabulary. All the 5 vowels and its sounds were revisited. Students framed simple sentences using the Spanish words and learnt the common diphthongs in Spanish. Spanish numbers from 0-5 was introduced as well.

## Drama

Students listened to story narration with the puppets, props and actions. They learnt the importance of the background, stage and props and objects in narrating the story. They also developed an understanding of the characters and their needs and emotions.



# Learning and Teaching- Month Review

## Art

Students engaged in co-constructing the task and criteria. They created an artwork using the warm and cool colours on their choice of topics like me at play, me with my friends, my favourite place and me at home etc. Students were introduced to the next element of art shape. They identified different shapes and sorted them into organic and inorganic shapes, 2D and 3D shapes.

## Music

Students were introduced to rhythm. They reflected on if they sang in tune and maintained the pitch. Students listened to two pieces of music – one in rhythm and the other out of rhythm. Students practiced, 'It's a small world', 'Doe a Deer' and 'We are the children of the world' songs.

## Dance

Students explored the elements of dance – body movements. They inquired into the different dance movements and engaged in warmup and body stretching.



# Learning and Teaching- Month Review

Grade 1 J

01-09-2021

Air

water

food

light

clothes

vehicle

electricity

internet connection

mask

sanitizers

house

laptop

gas cylinder

furniture

vessels

books

toys

money

mobile

telephone

nature

school

medicines

plastic

dustbin

Who are the People in the environment and what are their needs?

Siddhart:  
People need Food to survive.

Tiara: People need money to buy something important .

Tanvisri:  
People need electricity for online classes and watching tv.

Rajgopal:  
People need a house because they can live and play.

Haruthy: People need water to drink and being healthy taking bath, washing clothes, washing dishes.

Tanashvi: people need plants because plants give us oxygen , fruits and vegetables .

Prameela:  
People need mask when they go out .

ne

Presentation audio

Tiara Tanakala

Vaishnavi Sree Vema

Gariapati Hruthi Venkat

Wootla Geetha Sanjee

Ansh Goli

Dakshesh Anthil

Yash Dharmapuri

Sahaana Varma Dasaraju

Jashvi Battineni

Siddhant Puja

Tunivisi Reddy Mettu

Dhruvika Radhee

Nukanapu Prameela Lakshita

Tanashvi Ketan Pathki

You



# Learning and Teaching- Month Review

ari is presenting

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Normal A

22-09-2021  
२२-०९-२०२१  
Grade1

Task: Identify the 'च' letter from a group of words and frame a short sentence using it.

चटक मटक चमक  
छलक चख पन्ना  
चल कल चमचम  
छम चनचल छल

Open on a Jamboard

Manasvi Singhal  
Gia Annabelle Fr...

Sarla Pandita  
Rethna Lalita Ch...

Avyukth Sivansh ...

4 others

innk

Meet - pmb-jdnn-cdi - Google Chrome

meet.google.com/pmb-jdnn-cdi?authuser=0

Aadya Hegde is presenting

Reducing air pollution using drones (1).pdf

1 / 3 75%

Reducing air pollution using drones

Drones will rest and get charged on top of every building

For charging we use solar panels

They fly in the air and purify the area

Aadya Hegde  
Sahaj Kesarwani

Ashrith Srivatsa  
Arjun Kurnati

Aarav Simha  
Prahavi Bunde

Dhriti Shree Kosuru  
Indrajeet Kaur Bhomra

5 others

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# Learning and Teaching– Month Ahead

## Transdisciplinary Theme:

Where we are in place and time

## Central Idea:

## Lines of Inquiry:

- Types of journey
- Choices and planning for a journey
- Impact of journey on people
- Changes due to journey

## Key Concepts:

Form

Function

Perspective

Change

## Related Concepts:

consequences, choice

## Learner Profile:

Inquirers

Communicators

Balanced

## Unit of Inquiry

Students will tune into the next unit of inquiry under the theme, 'Where we are in place and time.' They will explore and define the term, 'Journey', and connect with their real-life experiences. Students will explore different types of journeys people make and will also discuss the choices they make while planning the journey. They will inquire about the changes journey bring in and how it impacts people.

## TD Language

Students will engage in show and tell, reading stories and watch videos related to journeys. They will also identify cause and effect, and engage in journal writing as well.

## TD Math

Students will revisit the concept of time. They will also explore the concept of calendar, distance and directions in connection with journey.



# Learning and Teaching- Month Ahead

## **Art**

Students will be inquiring into the next element of art – space. They will identify different types of space.

## **Drama**

Students will be inquiring about the types of emotions through expressions.

## **Dance**

Students will explore the elements of dance by inquiring into freestyle dance. They will be identifying the relationship between the music and movements. To experience the same, they will be learning the different body moves and their usage in creating a freestyle dance choreography.

## **PE**

Students will practice the skill of running and jumping. They will be engaged with running drills such as front kick, ankle drill, and side soufflé. Students will discuss and learn about the jump and its variations.

## **Music**

Students will revisit and practice the songs learnt so far with vocal exercises with rhythm. They will explore the usage of music to express different emotions by listening to different songs and identify the emotions the songs convey. They will learn one song of their choice of emotion(happy/sad).



# Learning and Teaching- Month Ahead

## Telugu

Students will learn to read and write words using some vowels, ka, cha words. They will practice joining the sounds of letters of the alphabet to read the simple words.

## French

Students will revisit the common combination sounds and diphthongs. They will explore different syllables. Students will also identify masculine and feminine nouns.

## Spanish

Students will count the number of objects and identify the number in Spanish. They will learn the sounds and words of consonants of the Spanish letters.

## Hindi

Students will start joining the letters of the alphabet to read simple words. They will be mixing letters of क वर्ग and च वर्ग and practice reading and writing.



# Happenings Month Ahead

International Day for Elderly: 1st October

Autumn break- 2nd – 17th October

School reopens- 18th October

Farmers' Market- 30th October

## **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.**

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