



# PRISM

GRADE 2



# 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**

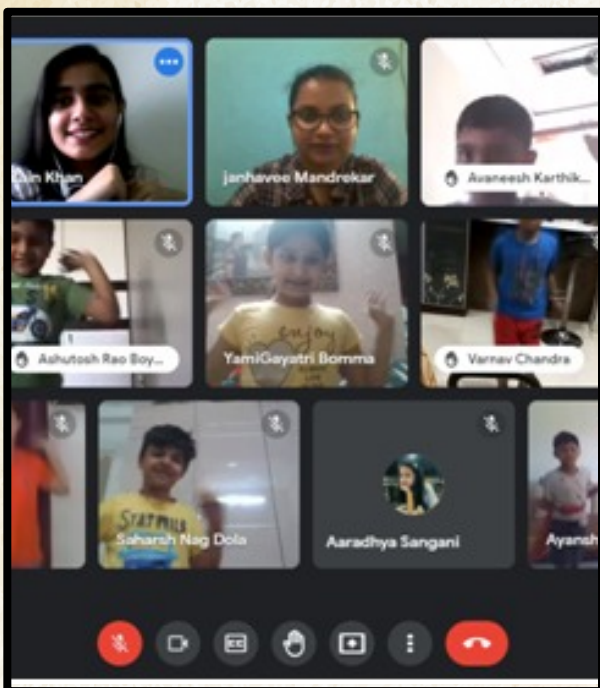
**Center Head**



# 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.



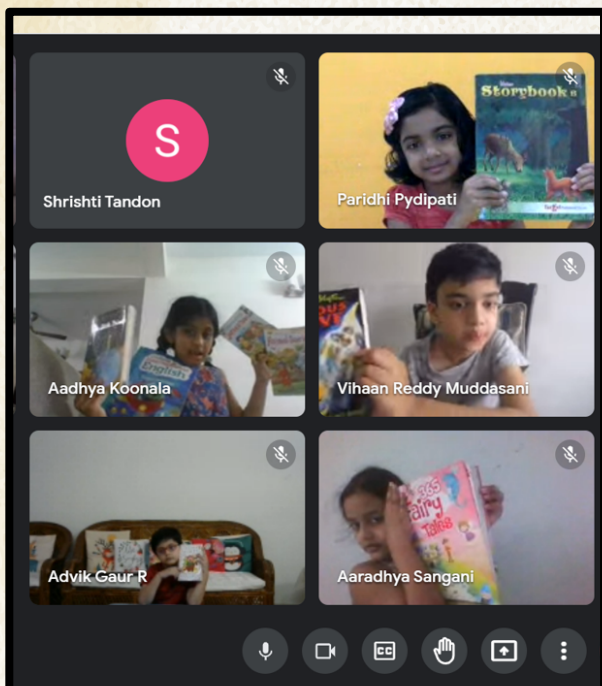
The theme for the Group Awareness sessions for this month was self-esteem. In the first session, they discussed about their strengths and qualities, things they are good at, challenges they have overcome, compliments they have received and things they like about their appearance. Students got the opportunity to share their reflections. In the second session, the students were paired together, and they were given the opportunity to share two things they liked the most about their partner.



# 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

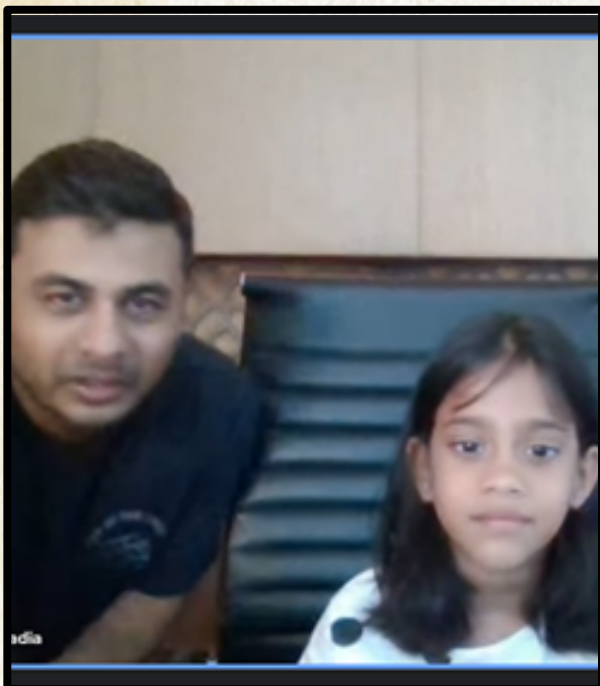
As a part of holistic excellence, students were engaged in DEAR time, and this helped them understand the importance of reading. It also helped students develop a love for reading. They thoroughly enjoyed reading stories and shared their reflections as well.



# 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:

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

## Learner Profile:

Inquirers

Reflective

Communicators

## Unit of Inquiry:

Students continued to explore about their role models. They shared the beliefs and values of their role models with their peers. A session on 'How to conduct research' was conducted to support them further in their inquiry about their role models. They further discussed the meaning of 'action', 'choice', types of actions, and shared their views on how actions of their role models have influenced their behaviour and led them to take an action and make choices in their life. Students concluded the unit by co-constructing the end-of-unit assessment task and criteria. They have begun inquiring under the theme 'How the world works'. During the provocation, students came up with the word materials and defined it.



# Learning and Teaching- Month Review

## Transdisciplinary Language

Students made transdisciplinary connections to character traits and described the character traits of their role-models, characters from the stories they read, and described their own character traits using adjectives. They also learnt about different types of adjectives. While sharing about their role models they explored the difference and between fact and opinion.

## Transdisciplinary Math

Students connected with timelines while exploring about life of their role models. They also created their own timelines and shared with their peers. They made transdisciplinary connections to factors of multiplication and explored multiplication facts.

## 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:

Students were introduced to the small U matra (उ), big Oo matra (ऊ). They made words using these matra and identified the meaning of the words.

## Telugu:

Students learned the gunintapu gurtulu and guninta words. They practiced these by watching stories and singing songs on gunintapu gurtulu.



# Learning and Teaching- Month Review

## **PE:**

Students participated in the different learning engagements to explore track events – running. They discussed, watched different videos and shared their findings. They came up with the importance of sports track, shoe, attire while playing the sports. They identified the difference between jogging and running. They practiced the techniques, right body posture to be maintained while running and jogging. They also inquired about the proper hand, leg position, movement of hand and leg and hand swing while running and jogging.

## **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.



# Learning and Teaching- Month Review

## Art

Students explored the elements of art - shapes. They identified and sorted the shapes into organic and geometric, 2D and 3D shapes. They tried to create artworks using 3D shapes. Students connected the 2D shapes with the corresponding 3D shapes while connecting their art works with the objects they used in their daily life.

## Dance

Students learnt full body movements and gestures (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork, locomotor and non-locomotor movement.

## Music

Students were introduced to rhythmic patterns and definition of rhythm. They listened to two songs and identified the pattern. Students were introduced to two songs, 'Top of the World' and 'What a Wonderful World'.

## Drama

Students progressed with an understanding of the narration of the story and characters' life in a story. They explored different roles in group and individually. They have developed an understanding of the elements of drama and how they can express themselves in a creative way using their facial expressions, props and objects, actions and text in the narration.



# Learning and Teaching- Month Review



20/07/2021

Monday

# ACTION



<https://dallas-yoga-magazine.com/use-your-angel/>

Grade 41

**Vikyath-** Process of solving something effective.

**Varnith-** Taking up the task, showing commitment and coming up with an idea for solving the problem. Doing the right thing on time.

**Rishit - It is finding solution.**

**Dharmik - It is something we find in movies.**

**Aryan Suraj-** Responding to the given scenario.

**Kenisha- It means we find the solution for the identified problem.**

**Shagun- A kind of act.**

**Vidyansh-** It is all about finding solution and kind of act.

**Akshaya-** Action is finding the solution.

**Puneeth- It's a process of finding the solution.**

**Pranil- Things to be performed for a purpose.**


**Levith and Laasya -Some kind of act.**

**Laasya- series or steps we take to perform.**

**Hamdan, Faisal and Varnika - movement.**

**Praneetha-** something we perform.

**Ayansh-** Identifying the problem and finding the solution.





# Learning and Teaching- Month Review

**Look at the given set of objects. Identify what each one is made of and describe the commonalities between them?**

Grade 2H 1  
29-09-21

The door is made of glass, the glass is made up of glass and the jar is made of glass and the cap is made up of steel. In the second slide the shelf is made up of wood and the curtain is made up of cloth and the table is made

Everything is made up of glass in the first slide. In the second slide three pictures are made up of wood.-Kaulini

The first slide I find common is they are same because they are glass objects. In the second slide its made up of wood but curtain is made up of cotton or silk.-Ashutosh

They all are made up of glass. In the second picture they are all woods and it has just one cloth thing.- Yami

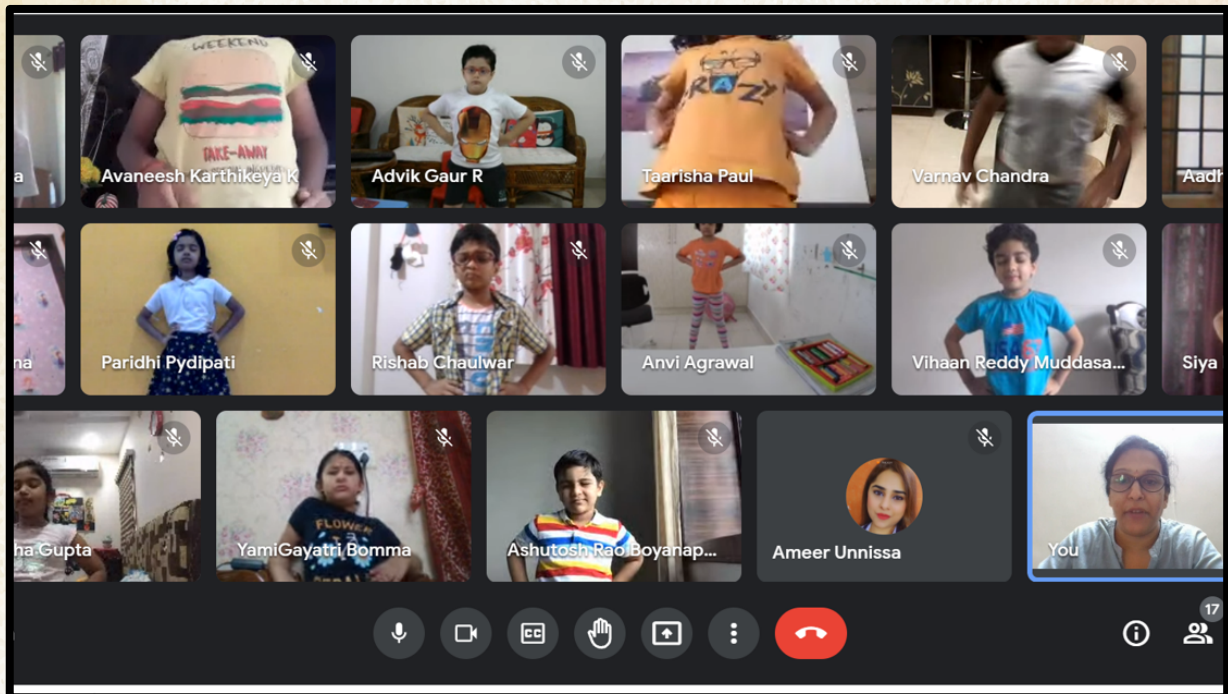
All the objects are made up of glass in first slide. in the second slide two are made up of wood. The curtains are made up of cloth. For the curtains, the rods are made up of wood or steel. Rishab

In the first slide everything is made up of glass. The common is they all are useful.- Ayansh

The first slide everything is of glass and second slide everything is of wood.- Anvi

In the first slide all three are glass. Second slide the table and shelf is made up of wood, but the curtain is made up of cloth.-Advik

**success criteria**





# 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

## Related Concepts:

measurement, transformation, industrialization

## Learner Profile:

Risk-Takers

Thinkers

Principled

## Unit of Inquiry

Students will explore different objects and identify the materials they are made up of. They will discuss the uses of the materials. Students will further explore the types of materials and examine the changes materials undergo by participating in different learning engagements.

## TD Language

Students will revisit cause and effect and explore various degrees of comparison. They will read and write scientific reports.

## TD Math

Students will explore the concept of data handling by interpretation of bar graph. They will also explore the concept of measurement, weight, temperature and basic conversions. They will further create and extend patterns, work on arithmetic operations and solve word problems connected to their real-life. They will revisit the concept of 2D and 3D shapes and continue to practice mental maths.



# Learning and Teaching- Month Ahead

## Telugu

Students will be working on the remaining gunnitapu gurthulu. They will further inquire their usage while reading and writing the words. Students will learn to identify these words from the given text.

## French

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

## Hindi

Students will be introduced to the Ri matra (ऋ) and E matra (ए). They will also learn how to write the letter and words formation by using these letters and matra. Students will learn sentences formation by using these matra.

## 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.

## PE

Students will discuss about the field events. They will learn jumping skills-lateral jump, jumping jacks, squat jump and standing broad jump.(Position and movement)

## Music

Students will be revisiting the elements of music- pitch, rhythm and melody.



# Learning and Teaching- Month Ahead

## **Art**

Students will be continuing their inquiry into the next element of art – texture. They will be exploring the different ways of creating a texture in the artwork.

## **Drama**

Students will work on the following areas:

- Expression in acting
- Connecting expressions with real life

## **Dance**

Students will be learning full body movements and gestures (moving different parts of the body) like shake, jumps, shimmy, point, turns, hand-leg coordination, footwork , locomotor and non-locomotor movements.



# 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.**

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