



PRISM

GRADE PP2

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.

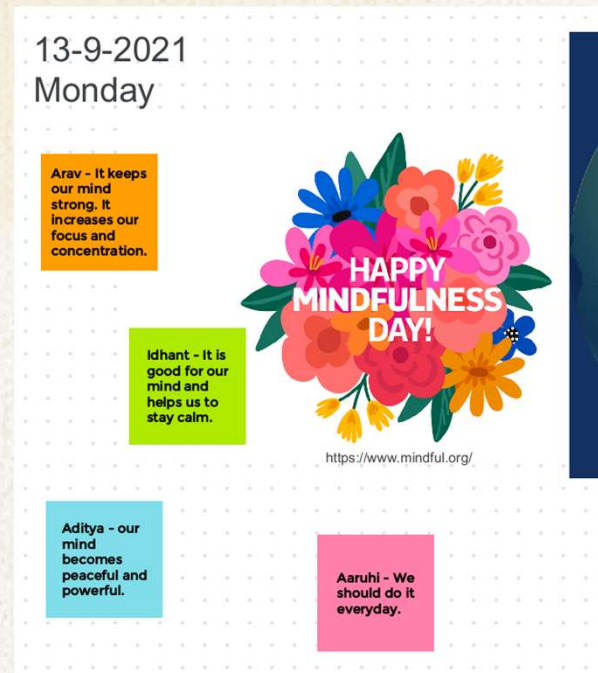
Ranjeeta Sahoo

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.

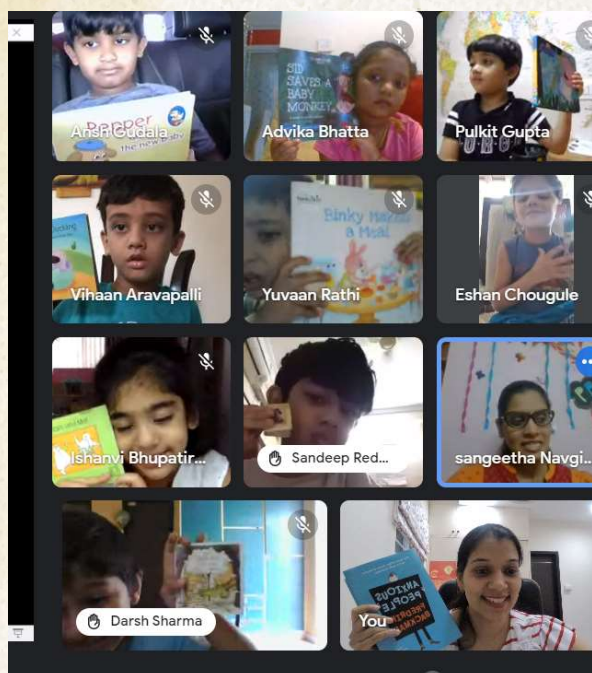


The theme for the Group Awareness sessions for this month was self-esteem. Sessions intended to introduce and enhance the self-esteem of the students. Students created a pictorial representation of their own self and could list or draw six aspects about themselves that make them different from others.

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 ideate for their choice of product.

School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

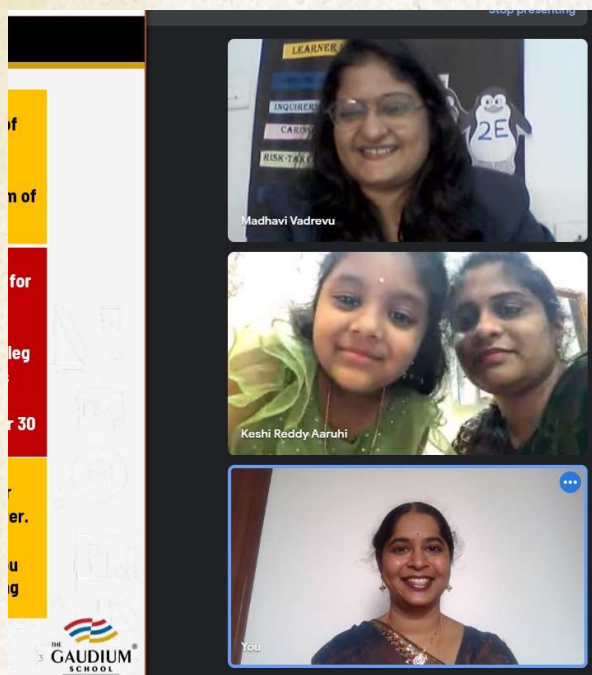
Various events were conducted to promote stakeholder engagement such as, 'Bonding over breakfast', 'World Gratitude Day' and, 'International Day of Peace'. Parent informative sessions were conducted as well with the objective of gaining a better understanding of the programme to support their child's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

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 inquired into the second line of inquiry, 'Processes products go through'. They explored the process involved in making various products like ketchup, pencil, cloth, chocolate, strawberry jam, dosa, cake etc. They identified various steps involved in making different products. They concluded that many products undergo change. They observed products in their surroundings and engaged in show and tell to share various changes like change in colour, texture, shape, size, smell, use etc. Students shared their choices, when asked if given an opportunity to design or create a product, who would it be for and what would it be. They used the Design thinking process to plan for the prototype of their product.

Learning and Teaching- Month Review

Transdisciplinary Language

Students explored naming words. While exploring the process of making a product they identified various action words. They also practiced framing sentences using various action words. Students connected to describing words while describing a product.

Transdisciplinary Math

Students engaged in problem solving using addition cards and subtraction cards. They also learned to solve problems using various strategies like picture counting, finger counting, using tally marks and mental math. Further, students explored the concept of fractions while inquiring into the process and change products go through. They learned about whole, half and quarter as fractions.

Music

Students learned the musical elements rhythm and tempo.

Drama- Students explored importance of sound, props and music during storytelling.

Dance

Students have learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.

Art

As the part of the inquiry into the elements of arts, the students inquired into another element of art line. They identified different lines from the artworks.

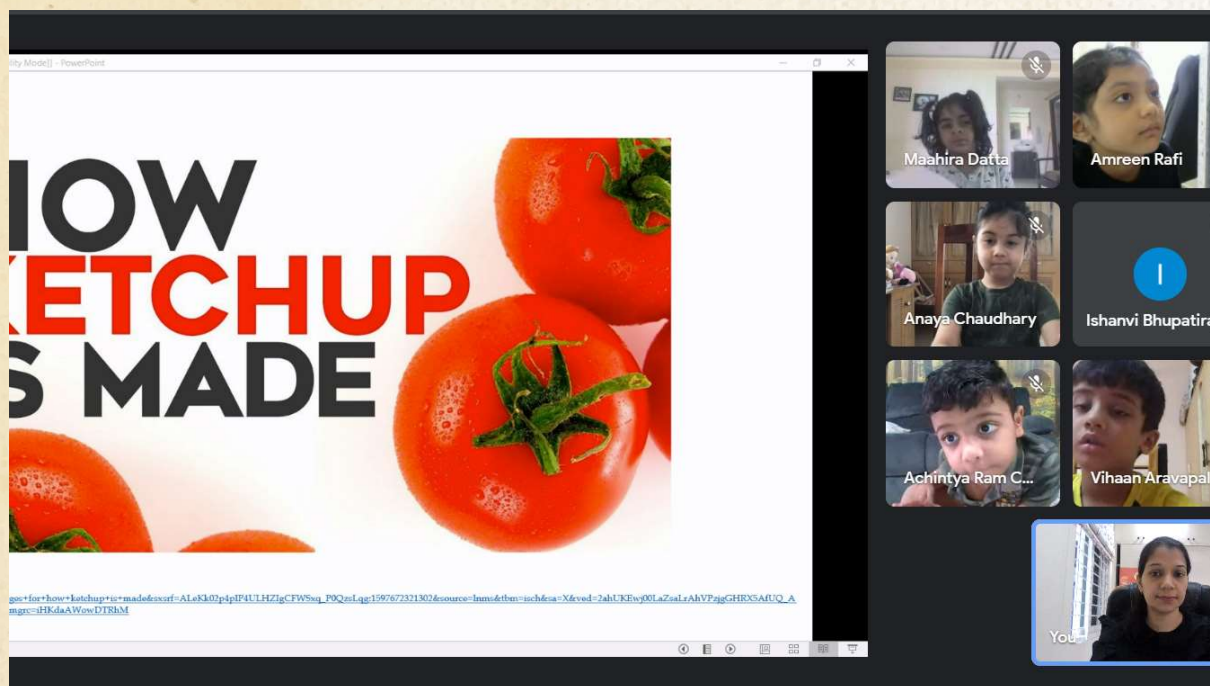
Students created their artworks using different lines. They are assessed on their learning of the lines by co-constructing the task and criteria. They made a choice of three lines to create an artwork and justify the use of those lines in the artwork.

PE

Students watched videos/pictures related to running and discussed the appropriate running techniques (Body position, hand and leg movements, foot placement and hand-leg coordination. They watched videos based on running drills like high knee action and alternate front kicks.

Learning and Teaching- Month Review

Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

How we express ourselves

Central Idea:

People use art and forms of expression to convey uniqueness as human beings.

Lines of Inquiry:

- Forms of art
- Ways we express
- The role of art in peoples' lives

Key Concepts:

Form

Function

Perspective

Related Concepts:

Perception

Self-expression

Learner Profile:

Knowledgeable

Communicators

Risk Takers

Unit of Inquiry

Students will inquire into a new unit of inquiry under the theme 'How we express ourselves'. Students will get an opportunity to explore various forms of art and gain new understanding about how we express ourselves in various ways using these forms of art.

Transdisciplinary Language

Students will inquire into story and poems as forms of art. They will learn and reflect on parts of a story and will create their own story. They will also explore how poems are used to express and will engage in creating their own poems. They will also enhance their vocabulary by learning to read and write new words explored during the inquiry.

TD Math

Students will inquire into the concept of patterns and revisit the concept of odd and even numbers. They will also explore the concept of ascending and descending and explore 2D as well as 3 D shapes and their properties.

Learning and Teaching- Month Ahead

Music

Students will be revisiting the elements of music- pitch, rhythm and melody. They will revisit the songs learnt so far.

Dance

Students will be learning elements of dance (Action and space) like bend, hand swing, run, jump, tippy toes knee lift, hands shakes, shoulder movements, twist, forward-backward direction.

PE

Students will explore the following jumping movements:

- On the spot
- Lateral jumps
- Jumping over the object

Art

Students will be further exploring the elements of art - texture. They will be inquiring about different textures and creating textures using different methods.

Drama

Students will connect with sounds and expressions of characters in a story. They will further understand the use of props in a storytelling.

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/>