



PRISM

Grade 2

Message from the Principal's Desk

Dear Parents,

Greetings!

After 18 months of silence and empty classrooms, it was a delight to welcome our students back into the school. We made extensive preparation and planned to ensure safety for all stakeholders.

Our aim was to reacclimatize our student, and re-engage positive connections with all, which are essential for learning and way ahead.

It was really wonderful to see shining eyes peeping over the tops of masks, as students arrived ready for the school. Thank you to all parents for helping and preparing our children for the journey ahead. The PYP team of teachers were jubilant too to come back to their students and colleagues.

In the meantime, we continue working on the 1st programme evaluation journey, which is steadily progressing towards its closure by the end of December, 2021.



With school successfully submitting the preliminary documents of the visit, we are working on our programme development plan, which refers to the process where school engages in strengthening the implementation of the IB programme.

It is focused, time-bound and grounded in the IB programme standards and practices. Programme development planning records our progress to develop the programme and represents our capacity to implement IB learning and teaching practices and an IB education overall.

This experience reminds me of a story that reconfirms our firm belief in team work and collaboration.

Once upon a time there was a little drop of water who dreamed of becoming a snowflake and turning the landscape white. Years passed, and then there was a great drought which evaporated the little drop from the lake where he lived. When he reached the sky, he became part of a small cloud. As soon as the weather turned cold, the little drop looked for a nice bit of countryside where he could fall, and help cover the place in snow.

But only a little bit of snow fell, and as soon as it touched the ground, it melted. And there the little drop had to remain, waiting for the sun's rays to shine again, and send him back up to the clouds. When the sun shone, the little drop ascended once more, turned to snow again, and down he fell. Again, just after landing, he melted. This happened several times. Finally, the little drop went and joined a great big cloud, where millions of other drops had crowded together. Despite being gigantic, conditions in that cloud were rather uncomfortable. A few of the drops were ordering everyone else around, making them squash up together, amid a great racket.

Our little drop wasn't keen on all this, and he considered falling down to Earth again, but a nice, friendly drop next to him managed to talk him out of it. -"Where are you going?! You don't want to take part?" Seeing how surprised our little drop looked, the friendly drop explained they were preparing for a big snowfall-"All of us here love being snow, and covering the land for days; that's why we've all gathered together here. Years ago, I would try doing it on my own, but I learned I couldn't manage it without help. I found this nice cloud, where we all help each other a little. And thanks to our teamwork, we've made some of the best snowfalls ever!" A little later, both drops were flying down through the sky as snowflakes, surrounded by millions and millions of other flakes, turning the green fields white. With great joy, our little drop realized that when everyone worked together they could achieve what had at first seemed impossible.

(Adapted/acknowledged- <https://freestoriesforkids.com/children/stories-and-tales/raindrop-snowflake>)

On this note, I thank you all for being with us in our journey of making learning collaborative, engaging, significant and relevant for our students, and in turn prepare them for life!

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

We were excited and delighted to welcome back our dear students back to school. The teachers and students were thrilled to meet each other.

The students explored the campus met their friends offline and continued their journey of learning.

They framed new essential agreements for the physical classroom. They looked excited to learn. The entire staff made sure that the protocols were followed within and outside the classrooms.



We successfully completed and submitted our preliminary documents for the Evaluation visit. However, we continue to work on collecting evidence and completing the questionnaire for the Standards and Practices document.

All our stakeholders came together to make a difference and help the artisans during the Farmers Market. We conducted our 2nd Parents Teacher Meeting and shared the first term reports for the academic year with our parents.

We thank all our parents for their cooperation, trust and support. Looking forward to have a great year ahead.

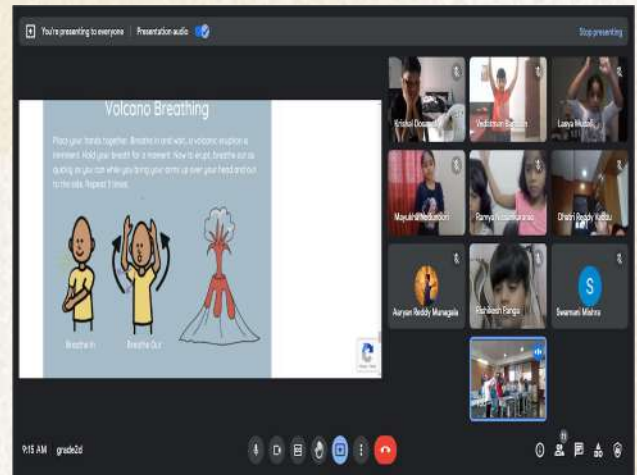
Trishna Sharma

PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been involved in various mindfulness activities like volcano breathing, calming exercises, wonder pose, mindful listening, deep body relaxation, managing emotions and many more.



Students attended the group sessions conducted by the school counselor on assertiveness training. They explored the different ways of communication and the importance of assertive communication and regulation of emotions. These discussions helped them to develop their emotional characteristics which contributes to their emotional and social wellbeing.

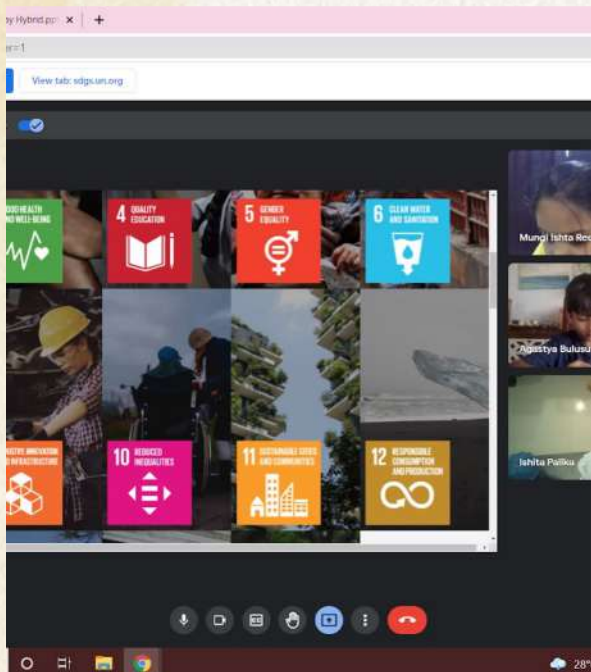
School Philosophy- 5 Developmental Pillars

Core values

The core value for the month, 'Gratitude', was inculcated in various ways.

Students discussed the meaning of gratitude and shared how they practice it in their life. They took part in different learning engagements like watching and listening to stories and reading books related to gratitude.

Students shared real-life examples where they demonstrated gratitude.



Holistic Excellence

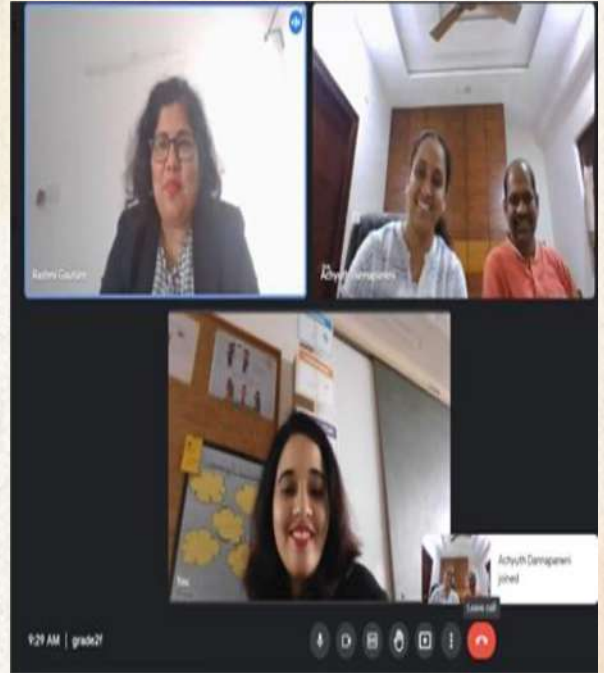
Students continued to make connections with the attributes of the learner profile during learning and teaching.

Students explored the challenges or problems associated with the manufacturing, processing and its by-products in context to the material used during their inquiry. They used Design Thinking process to look for innovative solutions for the problem identified and created prototype for the same.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

The Farmers' Market event was successfully organized wherein all the stakeholders came together with the purpose to take to support our local craftsmen, farmers, artisans and weavers. A renowned Ventoquolist, Mr. Santosh, conducted a puppet show for our students on the occasion of Children's day. Students thoroughly enjoyed the show and showed curiosity for learning how the puppets talked. The PTM was conducted virtually as well.



Global leadership

Students have reviewed and co-constructed the essential agreements. They continue to take ownership of their learning by sharing their reflections, identifying areas of strength and improvement and discussing the further steps.

Professional Development

Evaluation self-study

We continued to collaborate and share different strategies to collect and analyze the evidence for our self-study process by revisiting the IB standard and practices document.

We shared the standard and practices with the other team members and reflected on the same.

We also read, reflect and completed the self-study questionnaire in our respective groups.

PYP Virtual Job Alike Sessions

Virtual Job alike sessions was held on 13th November, wherein teachers from different IB schools connected virtually and shared their best practices in learning and teaching as well as a range of strategies used for assessment.

Reading Sessions

We revisited and read the IB learner profile, Approaches to Learning. We collaboratively re-read and reflected on the IB PYP planners.

Session by Inclusion and Learning Diversity (ILD)

We had a session by our school special educator Ms. Nanitha Dulam on “Challenges faced by the students in their learning.” She shared various strategies with the facilitators to use in their learning and teaching.

Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

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

Lines of Inquiry:

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

Key Concepts:

Function, Change, Responsibility

Related Concepts:

Measurement, Transformation, Industrialization

IB Learner Profile:

Risk-takers, Thinkers, Principled

Unit of Inquiry:

Under the Transdisciplinary Theme “How the world works” our students explored and inquired about materials, uses of materials, the changes materials undergo and the responsibilities with the usage of materials .

During the inquiry, students were excited to learn about different materials. They engaged in different learning engagements exploring the characteristics of each material.

Students shared about the use of their choice of material. They also explored the processes involved in making different objects from different materials. They identified and discussed about reversible and irreversible changes as well.

Learning and Teaching- Month Review

Students also connected with design thinking process .They read and learn about the different stages of design thinking process .They used it to identify and solve the problems related to the materials.

Transdisciplinary Math:

Students made transdisciplinary connection to the concept of data handling.

They explored and learned about the concept of time. They solved problems related to elapsed time as well. Students also practiced word problems related to addition, subtraction and multiplication. They regularly solved mental math problems.

Transdisciplinary Language:

Students made transdisciplinary connections to, verbs, nouns, and tenses. They also connected with common and proper noun while naming the different materials.

They also used adjectives to describe different materials and learnt about degrees of comparison as well.

They engaged in procedural writing too. Students inquired about the different concepts by participating actively in various learning engagements. Students explored reading different texts and practiced reading comprehensions.

Learning and Teaching- Month Review

French:

Students learned about the usage of phonemes in French with the help of the song.

This helped them recognize the distinct units of sounds in French.

Spanish:

Students learned alphabets, Numbers (0-20) and their pronunciation.

They also learnt the names of the basic colours.

Telugu:

Students learned gunintala gurtulu and gunitapu padalu. They explored the usage of guninthalu while writing the words. They participated actively in various learning engagements and practiced reading and writing the words.

They described the given pictures and retold the stories.

Hindi:

Students explored various alphabets using manipulatives and classroom displays. Students saw picture flash cards, listened to stories and had discussions to identify the letters used. They joined the letters and read them using the letter sounds.

Drama:

Students connected with the usage of expression in acting. They explored different expressions and their usage in their daily life by participating in various learning engagements actively.

These learning opportunities provided them to demonstrate and develop the attributes of the learner profile communicators and thinkers.

Learning and Teaching- Month Review

Dance:

Students discussed about the importance of warm up exercises in the dance sessions.

They further explored the elements of dance- action and practiced different locomotor movements.

PE:

Students discussed about various field events. They practiced the different types of jumps.

They explored about different jumping skills like- jump from one place to another, jumping over an object.

Music:

Students sang the song, "What a wonderful world" individually and in groups.

They explored the element- tempo and shared its meaning and its importance while performing.

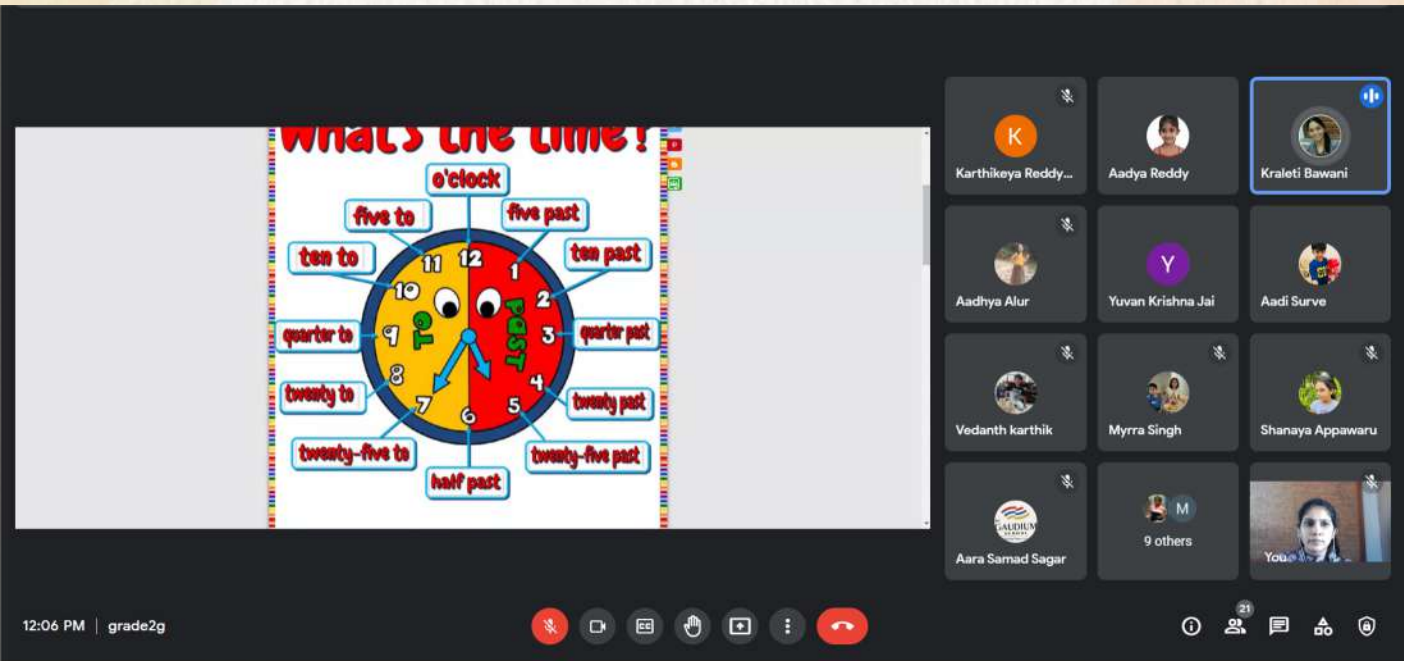
Art:

Students continued to inquire about shapes by recreating an artwork in 2D shapes using the 3D shapes.

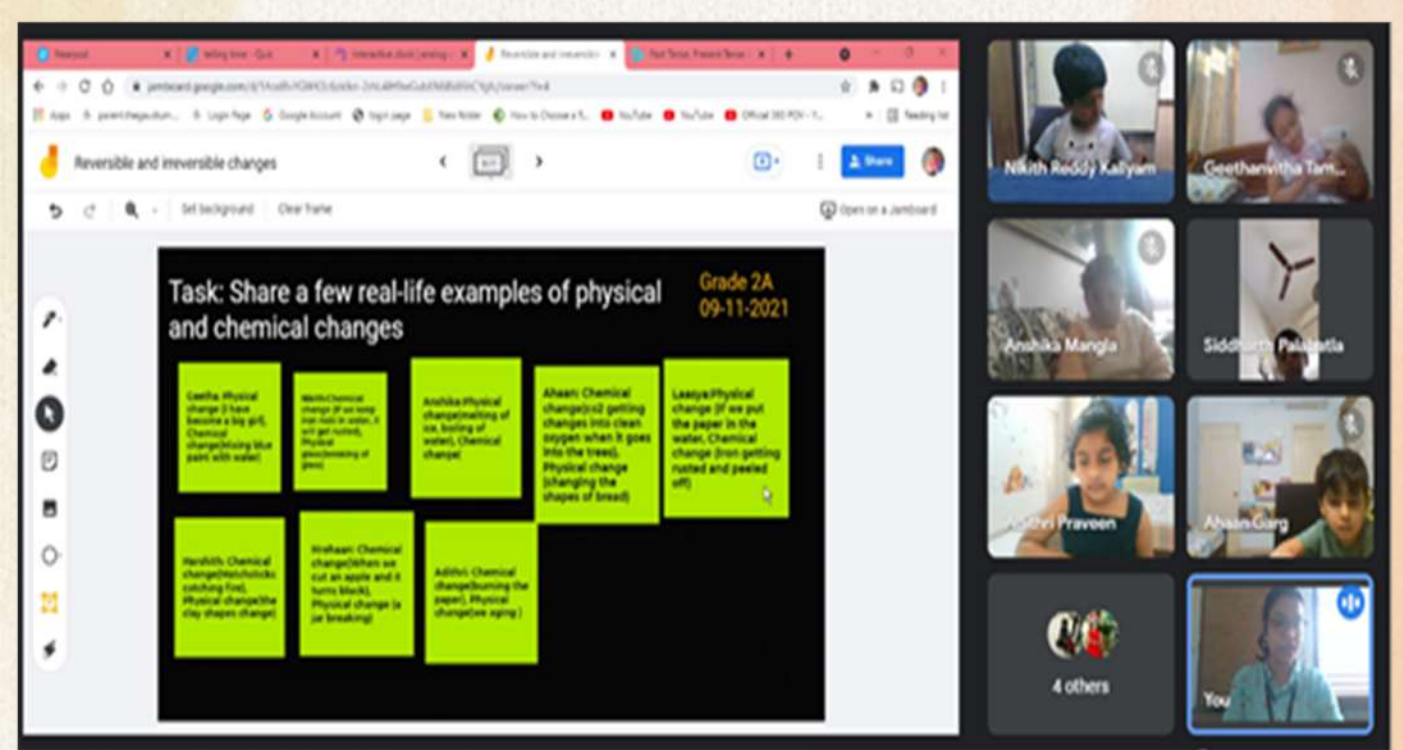
They were then introduced to the elements- texture and space. They defined the term texture and explored different types of textures and their use in creating an artwork. They defined space and inquired about different types of space- positive and negative space, background, foreground, and middle ground.

Students used different art vocabulary to describe the artworks created by different artists.

Learning and Teaching- Month Review



Learning and Teaching- Month Review

Task: Share a few real-life examples of physical and chemical changes Grade 2A 09-11-2021

<p>Caetla Physical change (I have become a big girl), Chemical change (mixing blue paint with water)</p>	<p>Neel Chemical change (if you keep the food in a warm, it will get rained), Physical (cooling down of glass)</p>	<p>Anshika Physical change (melting of ice, boiling of water), Chemical change</p>	<p>Ahaan Chemical changes (if getting changes into clean water when it goes into the river), Physical change (changing the shapes of bread)</p>	<p>Leetika Physical change (if we put the paper in the water, Chemical change (iron getting rusted and peeled off))</p>
<p>Harshith Chemical change (when sticks catch fire), Physical change (the clay shape change)</p>	<p>Irishwan Chemical change (when we cut an apple and it turns black), Physical change (a jar breaking)</p>	<p>Adithi Chemical change (burning the paper), Physical change (the aging)</p>		

Video feeds visible: Nikith Reddy Kalyam, Geethanvitha Tam, Anshika Mangla, Siddharth Palakarla, Anshvi Praveen, Ahaan Gang, 4 others, You.

Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

The Earth's physical geography impacts human interactions and settlement.

Lines of Inquiry:

- Variability of physical geography around the world
- The relationship between location and settlement
- Responsibility of human interaction on the physical environment.

Key Concepts:

Change, Connection Responsibility

Related Concepts:

Geography, Settlement, Relationship

IB Learner Profile:

Inquirers, Knowledgeable, Principled

Unit of Inquiry:

Students will inquire about settlement under the theme, 'Where we are in place and time'.

They will find the meaning of settlement and inquire about the types of settlements.

Students will research about the how the physical geography varies around the world and will explore the relationship between location and settlement.

They will also engage in map pointing

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will be connecting to fact and opinion. They will read newspaper articles and engage in reading comprehension.

They will connect to compound words and descriptive writing. Swill be doing learning engagements related to listening and speaking.

Transdisciplinary Math:

Students will connect to data handling, patterns, shapes and measurement.

They will be doing map pointing and connect with directions.

Hindi:

Students will explore 'a & o" matra words through poems and stories. They will identify colours and verbs through various learning engagements.

French:

Students will learn the names of different objects in French.

Telugu:

Students will be revisiting gunintaalu and continue reading and writing the words using them. They will read stories and retell the stories to develop their communication skills.

Spanish:

Students will learn Salutations, Goodbyes and Courtesy words like thank you, sorry, may I use the washroom, can I borrow a pen etc in Spanish.

Learning and Teaching- Month Ahead

Music:

Students will continue learning the song "Imagine" by John Lennon. They will start exploring Indian folk songs.

They will explore music across the globe by listening to the music from different countries.

Drama:

Students will work on identifying and talk about the feel of dialogue. They will further explore voice modulation by participating in different learning engagements.

Dance:

Students will inquire about the different elements of the dance. They will use the knowledge of locomotor movements with the other elements to create dance movements.

Art:

Students will be inquiring into the changes in art from the ancient times.

They will be inquiring about ancient art/cave art, its features and characteristics, and the various changes in art with time.

PE:

Students will be exploring different types of jumps like lateral jump, jumping jacks and squat jumps.

They will inquire about the body position, movement while doing these jumps. Further they will find how these jumping skills are helpful while playing different sports.

Happenings Month Ahead

Airtel Marathon run-12th December
Christmas Celebrations and Gratitude Day 22nd December
Winter break- 23rd December- 2nd January 2022
School reopens- 3rd January

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/>