



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

Hope you are all safe and in good health! As uncertainty continues to exist large before us, I share a story with you, which pushed me to think about ourselves.

Aman was walking near a group of elephants that was halted by a small rope tied to their front leg. He was amazed by the fact that the huge elephants were not even making an attempt to break the rope and set themselves free. He saw an elephant trainer standing beside them and expressed his puzzled state of mind. The trainer said "when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them.



As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free." It is the false belief of the elephants that denied their freedom for life time.

(source-

<https://www.edsys.in/motivational-stories-for-students/>)

It is very important that we inculcate in ourselves good self-esteem and positive thinking, as both these lead to positive actions including goal setting, problem solving, dealing with others, taking risks and building a balanced life. Positive action motivates us to achieve our goals which in turn makes us happy, confident and in control to manage challenges and learnt from our mistakes.

We need to do a few things together to ensure that we are ready to face any adversity or challenge with grit and resilience

1. Practice mindfulness
2. Set goals and have vision for self
3. Learn to solve problems with a solution
4. Value your ideas and views - never shy away from taking risks.
5. Be responsible for your actions
6. Spend time with people who matter the most to you
7. Have a balanced life-time for everything including self

The PYP team has been trying to follow these during their reflective journey of self-study for the programme evaluation due in February, 2022. They have been gathering data from all stakeholders and evidences of learning and teaching to identify and analyze areas we have been doing well and areas we need to continue growing!

On this note, I thank you all for being with us in our journey of making learning collaborative both online and offline, preparing students for the future!

Anjalika Sharma

IB PYP Principal

Message from the Center Head's Desk

Dear Parents,
Greetings!

With the onset of academic session post winter break, we welcomed our youngest learners in Playgroup. The learning engagements for them focus on school readiness and nurturing a set of skills through play-based approach.

Students get opportunities to develop and demonstrate their critical and creative thinking skills as they come up with innovative solutions for existing problems.

Our students of Grade PP1 have been introduced to Design Thinking, a problem-solving approach. They shared their ideas for a useful and safe play equipment that they would like to design for their friend.



Students of Grade PP2 shared their ideas on what they would like to invent given an opportunity, who they would invent it for and why. They are currently working on ideating and designing the prototype using the Design Thinking process.

In connection with the current unit of inquiry, our Grade 1 students used Design Thinking to identify potential problems around them and find solutions demonstrating their imagination and creativity.

Students in Grade 2 inquired into challenges associated with a choice of material, during its manufacturing or processing or with the byproducts. They used the Design Thinking process to come up with innovative solutions and prototype to overcome the challenges identified.

The process of empathizing to understand the problem, defining the problem, ideating, creating the prototype, builds the necessary skills for students to look at a problem with a new perspective and become problem-finders and problem-solvers.

It's a collaborative process that requires support from peers, teachers as well as parents. At home, you may discuss the problem your child has identified and extend help as they research or conduct surveys to gather data and information to understand the problem better.

We look forward to your continuous encouragement and support in your child's learning journey.

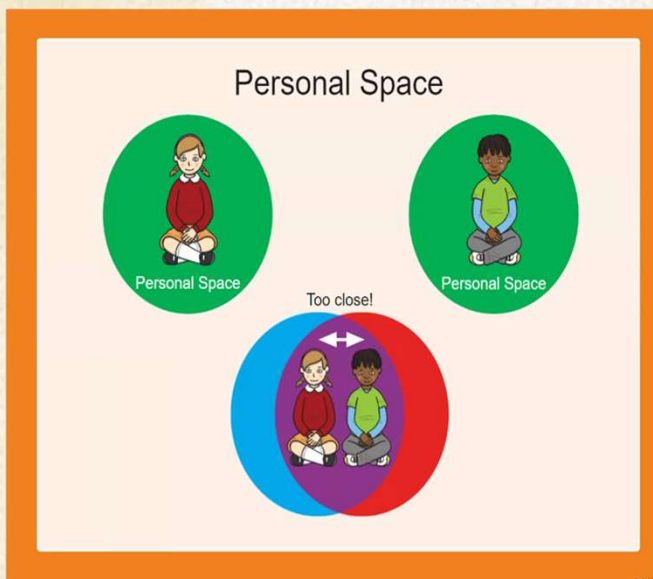
Ranjeeta Sahoo

Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers engaged in various mindfulness activities like flower breathing, heart exercise, mindful listening, visualize being kind to someone, woodchopper breathing, act of kindness, balanced walking and many more.



Students were introduced to the concept of personal space. They discussed the importance of protecting and respecting personal space boundaries of self and others. personal space. They shared what would they do in a hypothetical situation, if there is a violation of their personal space. Students reflected that a clear communication and assertive mode of communication to put across their thoughts and feelings about personal space to the invader and approach someone they trust.

School Philosophy- 5 Developmental Pillars

Core values:

Students discussed the meaning of "Gratitude" & "Empathy". They discussed ways they can practice it in their life. Students participated in different learning engagements like watching and listening to stories and reading books related to empathy and gratitude.

They shared real-life examples where they demonstrated empathy and gratitude.



Holistic Excellence:

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

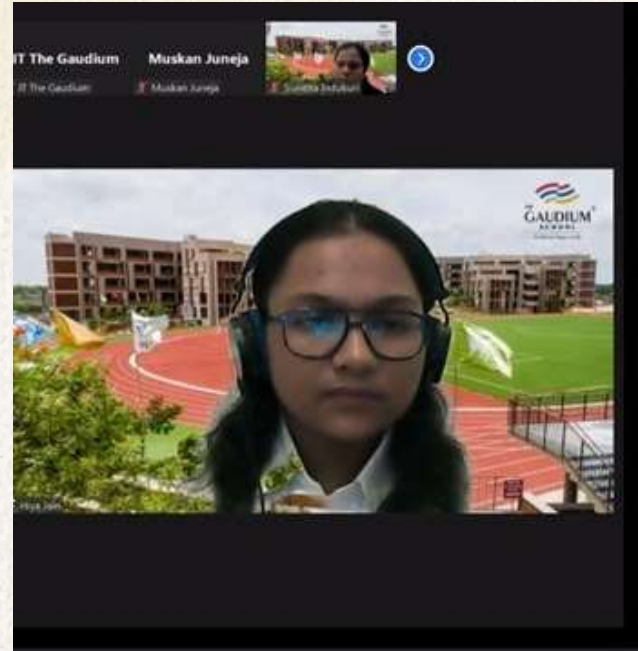
Students explored and identified the issues, challenges or problems they are facing in their immediate environment. They used design thinking process to come up with innovative solutions to solve them and connected with UN sustainable goals during the same.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement:

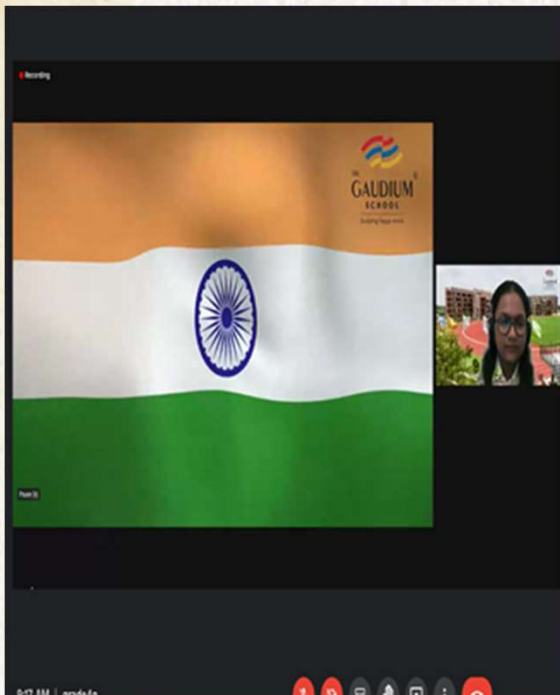
Various events were conducted to promote the stakeholder engagement such as All hands meet where our CEO shared the developments during the month with the staff. We celebrated the festival of Christmas and Gratitude Day. Our students participated enthusiastically in Republic day celebrations virtually.



Global leadership

Students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in the assemblies. They made choices to share their learning, different ways of imbibing core values and the PYP evaluation process with their learning community.

They continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement and discussing the further steps.



Professional Development

Reading Sessions

We read and reflected the IB publications. We also shared the best practices and the perspectives from our learning and teaching.

Teachers watched an episode of their choice from the show- 'Shark Tank India', from the given links.

<https://www.youtube.com/watch?v=8tfPOoX3pds>

<https://www.youtube.com/watch?v=wh928LKHS6Y>

https://www.youtube.com/watch?v=Yl1KIO__aiE&list=PLzufeTFnhupwqGc-IVUPwviLVP0gsx8-w&index=1

After watching the episode, they reflected and shared-

- Three things that they have understood/learnt
- Two things that they will take it forward or implement in their classroom
- One aspect of the PYP that they could connect to

The team also engaged in inquiring and researching on innovation and Design Thinking and shared videos related building resources. They shared their understanding and reflections.

Session by Inclusion and Learning Diversity (ILD)

Our school counselor Ms. Syeda Hadiya Naaz took a session on well-being of the teachers. She shared few strategies to overcome the challenges during this pandemic. She also engaged the staff in practicing mindfulness.

Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

How we express ourselves

Central Idea:

Imagination extends people's ability to think, create and express themselves.

Lines of Inquiry:

- Ways we demonstrate and enjoy imagination
- Role of imagination in innovation
- Problem solving using imagination

Key Concepts:

perspective, connection, Function

Related concepts:

empathy, transformation, problem- solving

IB Learner Profile:

Thinkers, Risk-takers, Communicators, Reflective

Unit of Inquiry

Students tuned into the new unit of inquiry under the theme 'How we express Ourselves'. They watched a story " Monster under my bed" and came up with the words -'Imagination' and 'imagine'.

They inquired further into- What is imagination? What is it to imagine? When do people imagine?

They explored various inventions through stories and reflected upon the role of imagination in innovation. They further inquired that imagination helps people solve problems which leads to innovation. Students connected with the design thinking process for problem-solving. They shared about a problem they would like to solve, engaged in conducting surveys and researched about it in the empathize stage.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students explored about stories and poems. They identified and listed the elements of the story (characters, setting, plot, resolution and conflict) and the structure of a poem. They identified a poem has a title, stanzas, rhyming words, etc. They further used the elements to create their own story and poems.

Transdisciplinary Math

Students made connections to problem solving while inquiring about "Problem solving using imagination". They solved word problems using the arithmetic operations "+, -". They were introduced to addition and subtraction by regrouping. They read different word problems and wrote the problem statements. They further explored different ways of solving the problems.

Art

Students explored different types of art. They used the different objects available around them to enhance their creativity by using them as stamps to create their artwork.

They shared how printing can be used in art and daily life and the reasons for using printing. They also explored the different ways paper can be used creatively in art. Students used newspaper/colour paper to create their artwork. They also engaged in paper folding (origami). They were also introduced to clay modelling.

Drama

Students worked on emotions and explored the various techniques to enact them.

Learning and Teaching- Month Review

Second Language

Spanish

Students were introduced to the Spanish alphabet C, D and F. They learnt the hard and the soft syllables of the letter C, D and F along with some vocabulary. They watched videos and learnt the difference in the pronunciation of the hard syllables and the soft syllables of the letter C. They watched videos and learn the pronunciation of the syllables of the letters. They were also introduced to masculine and feminine forms as well as indefinite articles. They learnt that the indefinite articles change according to the gender of the noun.

French

Students learnt letter G (ga, ge, gi, go, gy) and J (ja, je, jo, ju) along with the names of shapes (triangle, rectangle, square, oval, circle, star). They also learnt to count the number of shapes and revisited numbers 0 to 10.

Telugu

Students learnt ta, tha, da, dha and na letters through objects, flash cards and storytelling. They also engaged in identifying and writing all the letters of ta varga. They were introduced to the letters pa, pha, ba, bha, ma as well.

Hindi

The letter of 'vyanjan' letters अ, ट, ठ and ड were introduced to the students. They also learned क वर्ग and च वर्ग words. They were also introduced to 'vyanjan' akshar-ढ & ण, त and थ through pictures, poems and stories.

Learning and Teaching- Month Review

PE

Students learnt variation of jumps such as forward, backward, lateral and squat jumps. They learnt the proper take-off and landing in different jumps. Students engaged in physical activities involving overhead, under hand and upper hand throw as well.

Dance

Students have learned different levels of moves like high-low, different body shapes, pathways, music tempo, body control, body movements through expression.

Music

Students learned about steady beat in music . They were encouraged to make percussion instruments using resources available at home and share it with their peers. Students sang Christmas Carols 'We wish you a merry Christmas' and 'Hark The Herald'. They were introduced to musical notes, treble and bass clef. They learned the patriotic song 'Vande Mataram'.

Learning and Teaching- Month Review



Learning and Teaching – Month Review

They had 24 crayons. She threw 15 crayons into the bin after they broke. How many crayons does Zoey have left with?

	Tens	Ones
	2	4
—	1	5

A vertical grid of video call windows showing several students. Some are holding up papers or looking at their screens. Names visible include Garlapati Hithy Vanshi, Nukari, Lakshya Bhartendu, Guru, Vaishnavi Sriya Vemba, Jashvi, Sahaana Varma Dasara, and You.

Someone called out, "I know what Henry is going to be ... the troll!"

A vertical grid of video call windows showing several students. Names visible include Seetha Rani, Dakshash Anithi, Anish Gole, Sarinvasathinani, Lakshya Bhartendu, Sodhar Pujari, Lucy Lazer, Vihaan Yadagiri, Nukarapu Prameela, and Reddy Mithi.

Learning and Teaching – Month Review

Google Meet interface showing a presentation slide titled "GIRASOL" with a sunflower illustration. The slide is part of a presentation by Griffith Alexander. The meeting interface shows participants Aarav Reddy Rachamalla, Griffith Alexander, and "You". The bottom status bar shows the time as 11:06 AM and the date as 28-01-2022.

Google Jamboard interface showing a language task for Grade 1J. The task involves reading a poem and discussing its meaning. The poem is about imagination and creative animals. The Jamboard interface shows a grid of participants on the right side.

Lang Task: Read the following poem and discuss what is it about. Give a suitable title and list the rhyming words. 20-01-2022 Grade 1J

What is this poem about?

Imagination
creative animals
rainbow colors
birds
new things
imagination world

Imagine new animals
colorful kinds
ones that exist
in your wonderful mind
horses that fly
and flies that can talk
whales that can sing
and fish that can walk
birds made of rainbows
and bears made of clouds
with names made of words
that you've never pronounced.
Imagine new animals
Imagine new cars
Imagine new places
way out past the stars
Imagine new worlds
Imagine new friends
Imagine how fun
it can be
to pretend.

2. What title would you give to this poem?

Magical dream
Wonderful things
Colorful world
Land of colorful creatures
The magical world
The Wonder land
Heavenly place

3. List down the pair of rhyming words as you read the poem.

talk-walk
kind-mind
stars-cars

Learning and Teaching- Month Ahead

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

Signs and symbols are part of human-made systems that facilitate local and global communication.

Lines of Inquiry:

- Signs and symbols –
- Ways visual language facilitates communication
- Specialized systems of communication

Key Concepts:

function, form, perspective

Related concepts:

culture, media, pattern, access

IB Learner Profile:

Inquirers, Communicators,
Knowledgeable, Caring

Unit of Inquiry:

Students will inquire about signs and symbols under the theme, 'How we organize ourselves'. They will find the meaning for the words, signs and symbols. They will further inquire why we need signs and symbols and where they have seen them before. Students will take a virtual tour to identify the signs and symbols. They will further inquire how signs and symbols are similar and different. They will look at the various signs and symbols that are used locally and globally.

Transdisciplinary Language :

Students will explore the usage of different signs and symbols in the language and how they help us to communicate with each other. They will participate in different learning engagements to explore the rules we follow while expressing our ideas like usage of the words for specific use and punctuations.

Learning and Teaching- Month Ahead

Transdisciplinary Math

Students will explore the usage of signs and symbols in the mathematics like greater than, less than and equal to etc. They will inquire about these symbols and their usage while comparing the numbers. They will connect with the symbols of different arithmetic operations and their meaning like multiplication and division.

Spanish

Students will be introduced to letters G and J. They will learn the syllables of the letter G and J along with some vocabulary. They will watch videos and learn the pronunciation of the syllables and they will inquire into the meaning of the words they are not familiar with. Students will learn to differentiate between hard and soft syllables of the letters.

Telugu:

Students will be introduced to 'pa vargam' aksharalu. They will read various stories, poems and words related to these letters. Students will further use these letters to make words.

Hindi

Students will be introduced to the letters from त् varg (द, ध, न). They will read various stories, poems and words related to these letters. They will further use these letters to make words.

French

Students will learn the letters K(ka, ke, ki, ko, ku), L (la, le, li, lo, lu), M (ma, me, mi, mo, mu), N (na, ne, ni, no, nu), P (pa, pe, pi, po, pu) and some words with the letter Q. They will revisit indefinite articles (un & une) and learn the plural form of the indefinite article (des).

Learning and Teaching- Month Ahead

Drama

Students will work on the following areas:

- Voice in connection to character
- Using a dialogue in different tone

Dance

Students will be learning different levels of moves like high-low, different body shapes, pathways, basic music sensibility, stage awareness, stage directions, body movements through expression and emotions with the help of handkerchief as a prop.

Music

Students will be introduced to musical notes. They will learn patriotic songs both in Hindi and in English. They will also learn a song from a foreign language. Students will revisit musical notes, treble and bass clef and learn one song in Spanish and one journey-based song.

Art

Students will be exploring about masks. They will explore about the types of masks used in different countries and their features. They will create a mask of their choice.

PE

Students will learn and explore –

- Basic information of yoga - Surya Namaskar-Slow pace, medium pace and fast pace
- Understand the different types of asanas-
Standing pose-
➤ Trikonasana
➤ Virabhadrasana
Sitting Pose-
➤ Vajrasana
➤ Paschima Uttanasana
Floor asana-
➤ Bhujangasana
➤ Uttanasana
- Aerobics- Basic movements in counts of eight with and without music

Happenings Month Ahead

3rd February- World Read Aloud Day
21st February- International Mother Tongue Day

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/>