



PRISM

Grade 2

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.

A man 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 lifetime.

(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 learn 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 a vision for self
3. Learn to solve problems with a solution in focus
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 PYP Coordinator's Desk

Dear Parents,

Greetings!

As our evaluation is due in February 2022, our team has reflected and analyzed the evidences collected for the Programme Standards and Practices and Programme Development. We have submitted the self- study questionnaire successfully on the IB concierge.

Students of grades 1, 2 and PP2 had opportunities to develop and demonstrate their critical and creative thinking skills while engaging in Design Thinking process. They came up with innovative solutions for existing problems. Our students of Grade PP1 shared their ideas for a useful and safe play equipment that they would like to design for their friends.



Students of Grade PP2 shared n 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 students of grade 5 students continue with their process of exhibition they are currently framing the central idea and the lines of inquiry.

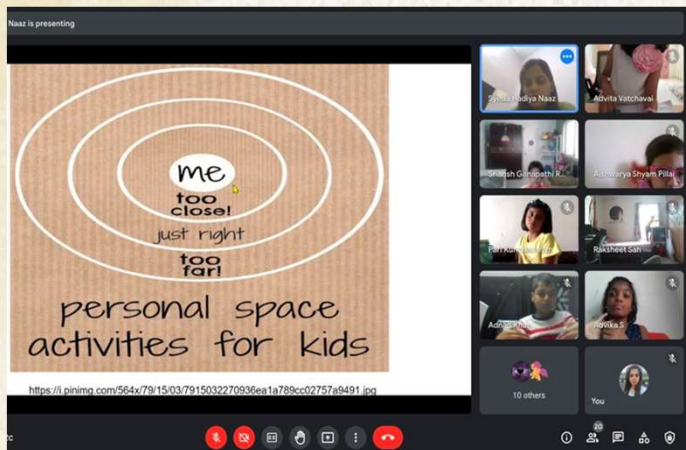
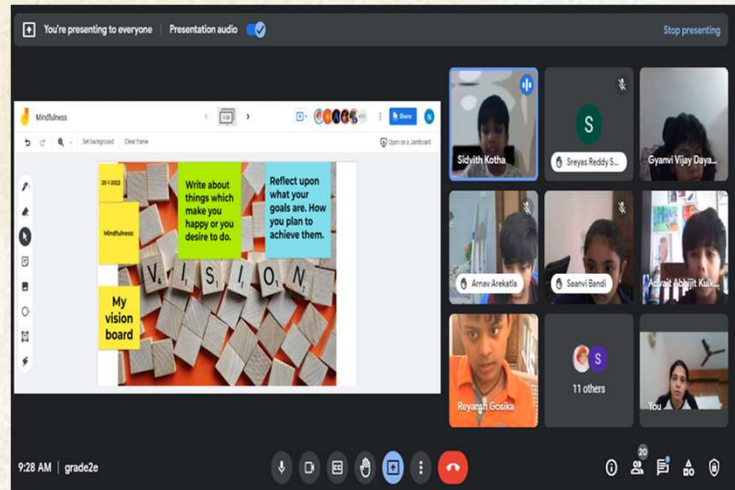
We look forward to your continuous encouragement and support in your child's learning journey.

Trishna Sharma
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been involved 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.



The theme for the Group Awareness sessions was 'Personal Space'. Students were introduced to the concept of personal boundaries by the school counselor during these sessions. During the second session, they were shown 'My Social Circle' which marked in proximity about who gets access beyond personal boundaries, ranging from family, friends and lastly the strangers. They also had sessions on decision making involving making choices.

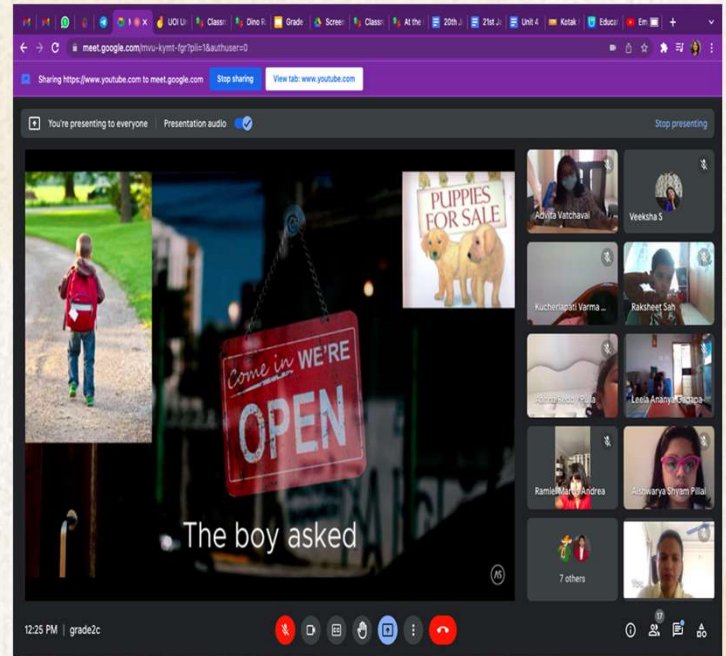
School Philosophy- 5 Developmental Pillars

Core values

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

Students discussed the meaning of empathy 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 empathy.

Students shared real-life examples where they demonstrated empathy.



Holistic Excellence

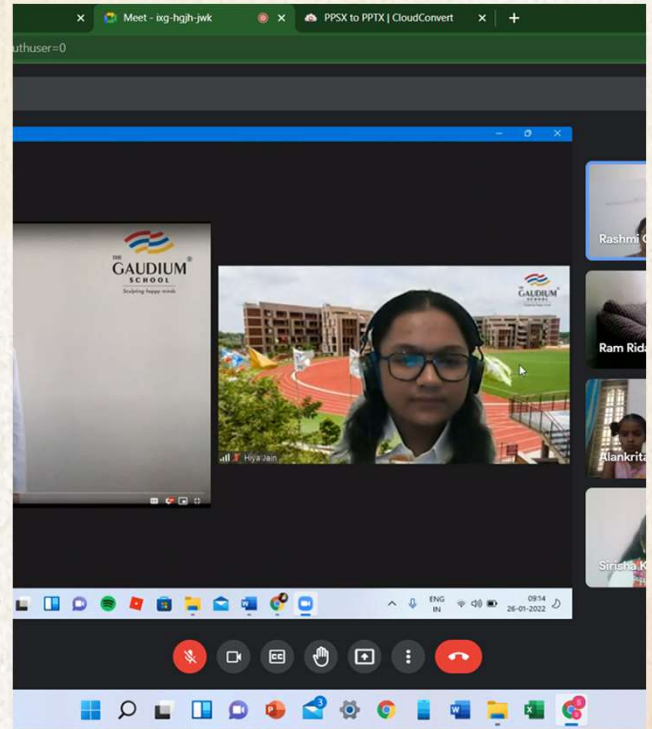
Students continued to make connections with the attributes of the learner profile during learning and teaching.

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:

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 various learning engagements. They continued to take ownership of their learning by co-constructing success criteria, 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=8tfP0oX3pds>

<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 connects 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.

Evaluation

We continued to collaborate and share different strategies in our respective groups. We read and reflected on the self study questionnaire and completed the document. We revisited the Programme Development Plan and analyzed the collected evidence.

Learning and Teaching- Month Review

Unit of Inquiry:

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 in the physical environment.

Key Concepts:

change, connection, responsibility

Related Concepts:

Geography, settlement, relationship

IB Learner Profile:

Caring

Knowledgeable

Unit of Inquiry:

Under the Transdisciplinary Theme "Where we are in place and time", our students explored and inquired about the planet Earth.

During the inquiry, students were excited to learn about different landforms and water bodies.

They engaged in different learning engagements exploring differences and similarities between various landforms.

Students shared real life examples of the landforms and water bodies they have visited and the settlements they observed there. Variability of physical geography was looked at during the inquiry. They inquired into factors impacting the location of settlements. They further discussed about the responsibilities of human interactions in the physical environment.

Learning and Teaching- Month Review

Transdisciplinary Math:

Students made transdisciplinary connection to the concept of map pointing and sorting as well.

They explored the elements of a map such as legend (map key), compass rose, title, scale and grid. They connected to fraction and division while exploring imaginary lines such as equator that divides earth into two equal halves.

Students regularly practiced and solved mental math problems using different arithmetic operations.

Transdisciplinary Language:

Students made transdisciplinary connections to adjectives, nouns and verbs. They further connected to antonyms and preposition while exploring maps, landforms and water bodies. Students explored compound words while exploring landforms and the term "geography".

They also engaged in descriptive writing, describing different landforms. Students connected to conjunctions as well while exploring the term relationship as they inquired into relationship between a location and a settlement.

French:

Students learned names of classroom objects and classroom commands. They further explored colours in French with the help of songs. This assisted students to recognize the distinct units of sound in French language.

Spanish:

Students revisited the sounds of the letters of the alphabet. They further learned usage of different greeting phrases in their daily life by reflecting on the given scenarios. They learned numbers (0 to 10), days of the week and colours in Spanish by actively participating in learning engagements

Learning and Teaching- Month Review

Telugu:

Students practiced 'guninta gurtulu' and gunintalu. They were also introduced to formulating questions using the questions words after reading a story. Students developed their communication skills by retelling the stories. They learnt to identify, read and write the key words from the story.

Hindi: Students participated in different learning engagements to explore different types of words using matra and samyukta akshar. They explored framing sentences using the learnt words from read aloud sessions. Students further practiced writing.

Drama:

Students worked on the following areas demonstrating the attributes of learner profile Communicators and Thinkers.

- Identifying and talking about the feel of dialogue.
- Exploring voice modulation.
- Importance of stage presence/positioning.
- Audience perspective during a performance.

Dance:

Students explored different elements of dance like body movements, time, energy and relationships in the dance performances. They explored the relationship between the body movements and music while performing a dance for different music tracks. They participated in various learning engagements actively to explore the relationships between body movements, time and energy in the dance performances.

Learning and Teaching- Month Review

PE:

Students engaged in different physical activities and discussed the importance of playing sports. They further shared their perspective on necessary safety precautions taken while engaging in physical activities. Students practiced squat jumps and shared their views on how it helps in the field events. They learnt that squat jumps helps to develop the lower body explosive strength which further helps to tone the lower body muscles.

Music:

Students explored the elements of music tune, pitch, rhythm and tempo by singing the following songs.

1. What a wonderful world - By Louis Armstrong
2. Imagine - By John Lennon

They also inquired about the music around the world. Students learned that different countries have different instruments and music through which they represent their culture.

Art:

Students explored Cave art ,Warli art and Madhubani art by participating in different learning engagements. They discussed the features of these arts. They identified the time, process and elements of art used in creating these artworks. Students further researched about these art forms and the place they originated . They shared their experiences and observations by creating the artworks using these art forms. Students further co-constructed the assessment task and criteria to share their learning.

Learning and Teaching- Month Review

meet.google.com/mbc-dijr-vzk?pli=1&authuser=0

Mehak Kapoor is presenting

Untitled Jam

Date: 18th January 2022
Class: Grade 2 C
Session: Unit of Inquiry

Task: Share your observations based on the pictures shared below.

Essential Agreements:

1. We shall raise our hand and wait for our turn.
2. We shall focus.
3. We shall be good listeners.
4. We shall actively participate.

Success criteria:
Learner profile and Approaches to Learning demonstrated:

Linear Settlement
It is a line and has houses on both the sides. - Aaron and Raksheet

Dispersed or scattered Settlement
Very few houses and not close each other. - Prachet

The houses are far from each other. - Aaron

Clustered or Nucleated Settlement
They're closer to each other. - Prachet

Highly populated - Ramiel

12:04 PM | grade2c

Drama PTP is presenting

Explained: Why Street Theatre is Still ...
dailymotion.com

10:05 AM | grade2d

Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

How we express ourselves

Central Idea:

Celebrations and traditions are expressions of shared beliefs and values.

Lines of Inquiry:

- Reasons for celebrations
- Features of traditions and celebrations
- Meaning people assign to celebrations and traditions

Key Concepts:

Causation, Connection, Perspective

Related Concepts:

beliefs, values, culture

IB Learner Profile:

Communicators, Open-minded, Inquirers

Unit of Inquiry:

Students will tune into the unit under the Transdisciplinary Theme "How we express ourselves". They will explore the meaning of celebration and how it is different from festivals. Students will further list out different celebrations they are aware of and sort them as local, national and global celebrations. They will find out various reasons people celebrate. They will further inquire into traditions, beliefs and values.

Transdisciplinary Language:

Students will be connecting to nouns and questioning words. They will look into various celebrations, traditions and connect the same with picture composition.

Transdisciplinary Math:

Students will make transdisciplinary connections with data handling, measurements and calendar while exploring celebrations around the world.

Learning and Teaching- Month Ahead

Hindi:

Students will continue to learn new vocabulary, opposite words and making words from samyukt vyanjan . They will also explore about kavita, kahani, name of colours in Hindi and kriya. They will engage in making meaningful sentences using the vocabulary learnt.

French:

Students will continue to learn the colours and explore different interactions among them using the French language commands. They will further identify and connect the usage of the commands and phrases in their daily life experiences.

Spanish:

Students will explore the cardinal and ordinal numbers in Spanish. They will also learn the months of the year.

Telugu:

In February, students will be introduced to 'ottulu-la,ta,ya and da' by exploring stories and rhymes. They will be engaged in different learning engagements to learn and explore different words.

Dance:

Students will demonstrate the awareness of elements of dance. They will further identify and speak about the different elements by watching the dance performances (recorded and live).

Music:

Students will be learning about the role of music elements in composing music. Students will be engaging in different creative processes to create their own music. Students will use the music elements while composing and creating their own music pieces.

Learning and Teaching- Month Ahead

Drama: Students will work on the following areas demonstrating the attribute of communicators and thinkers for the month of February.

- Importance of stage presence / positioning
- Audience perspective during a performance

PE:

Students will explore different types of throwing and catching skills by participating in different learning engagements. They will further explore different types of throws and their usage in field events.

Art:

Students will be given opportunities to share their views using different types paintings/drawings they explored (Warli & Cave art). Students will further connect with the usage of elements of arts while creating an artwork.

Happenings Month Ahead

3rd February- World Read Aloud Day

21st February- International Mother Tongue Day

23rd, 24th, 25th February- IB PYP Evaluation visit

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/>