



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 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.

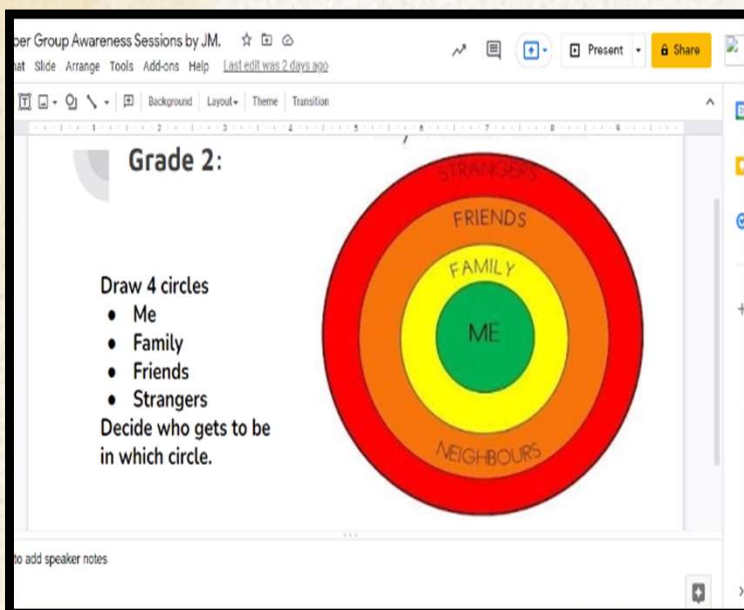
Ranjeeta Sahoo

Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers 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.

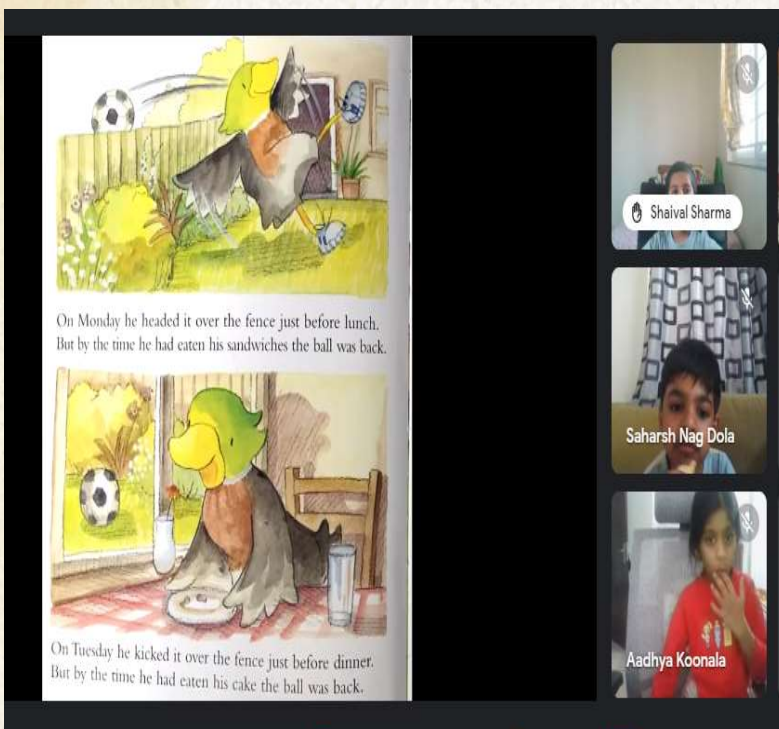
Students shared real-life examples where they demonstrated empathy.



Holistic Excellence

Students engaged in reading sessions and shared their reflections.

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



School Philosophy- 5 Developmental Pillars

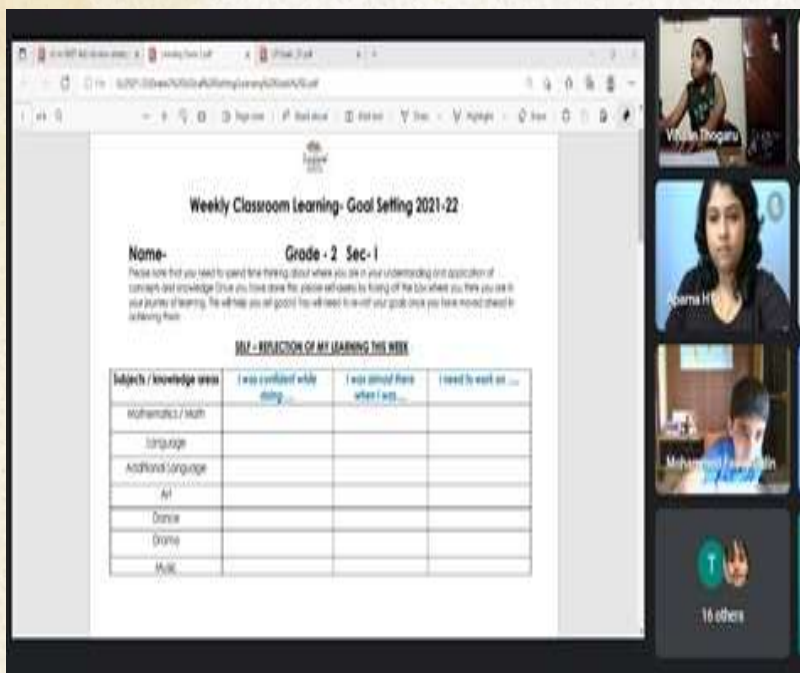
Stakeholder engagement:

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=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:

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. They inquired into factors impacting the location of settlements. They also 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, verbs. They also 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.

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.

Learning and Teaching- Month Review

Telugu:

Students learnt ka to na vathulu through story telling and pictures . They also connected to the core value gratitude while listening to the 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.

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.

Drama:

Students worked on the following areas

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

Dance:

Students have learned full body movements and gestures (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork, locomotors and non-locomotors in Indo style.

Learning and Teaching- Month Review

PE:

Students learnt practiced the following jumps-

Jump (Forward, Back)

Lateral Jumps

Squat jumps

They learnt the techniques for proper take-off and landing in different jumps. Students have learnt throw- Overhead throw, Under hand throw and Upper hand throw.

Music:

Students were introduced to patriotic music genre. They learned a patriotic song 'Saare Jahaan Se Accha'. They also learned about Treble and Bass Clef.

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

How are these pictures similar or different?

Laasya- The similarities are they are in the same shape. The differences are there are two planets and one ball.

Vikyath- Similarities all the objects are spherical. Differences first two pictures are natural and last object is man made. They are different in colour and size.

Puneeth- Shapes are similar. The difference is volume

Varnika- the Shapes are same sphere.

Bhavya- Similarities are they are sphere shapes and differences are Saturn has a ring.

Sneha- The earth and Saturn are planets. The ball is not a planet

Lavith- Shapes are similar.

Aryan Suraj- They are all sphere. Ball is man-made and the other 2 are God-made.

Varnith- Similarity is all the thing are sphere. Difference is they are different things.

Kenisha- Shapes are same The difference is volume.

Maanvitha- They are 3D shapes.

Shagun- 2 are planets and one is ball. Similar shape.

Dharmik- It is similar because they are round.

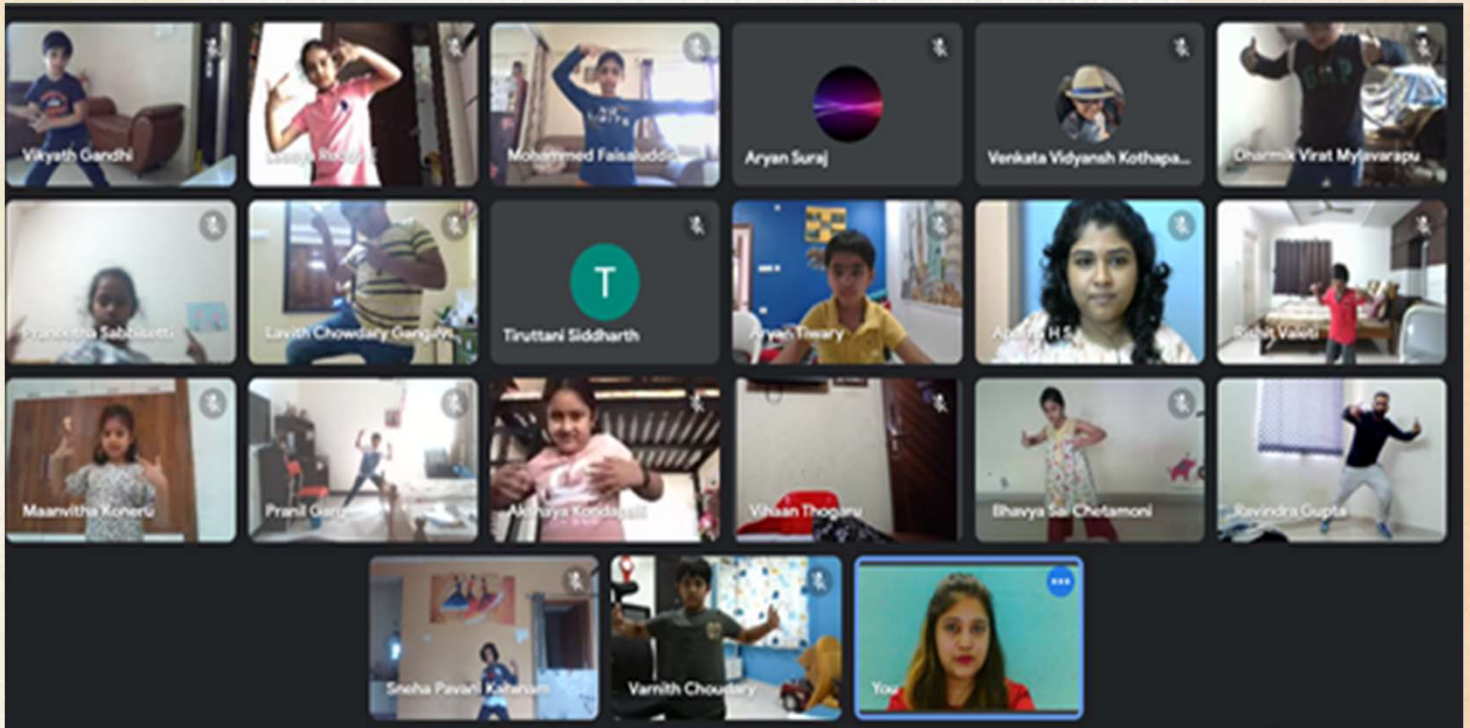
Vihaan- They are different size and colours

Ayansh- 3 of the shapes are same (sphere).

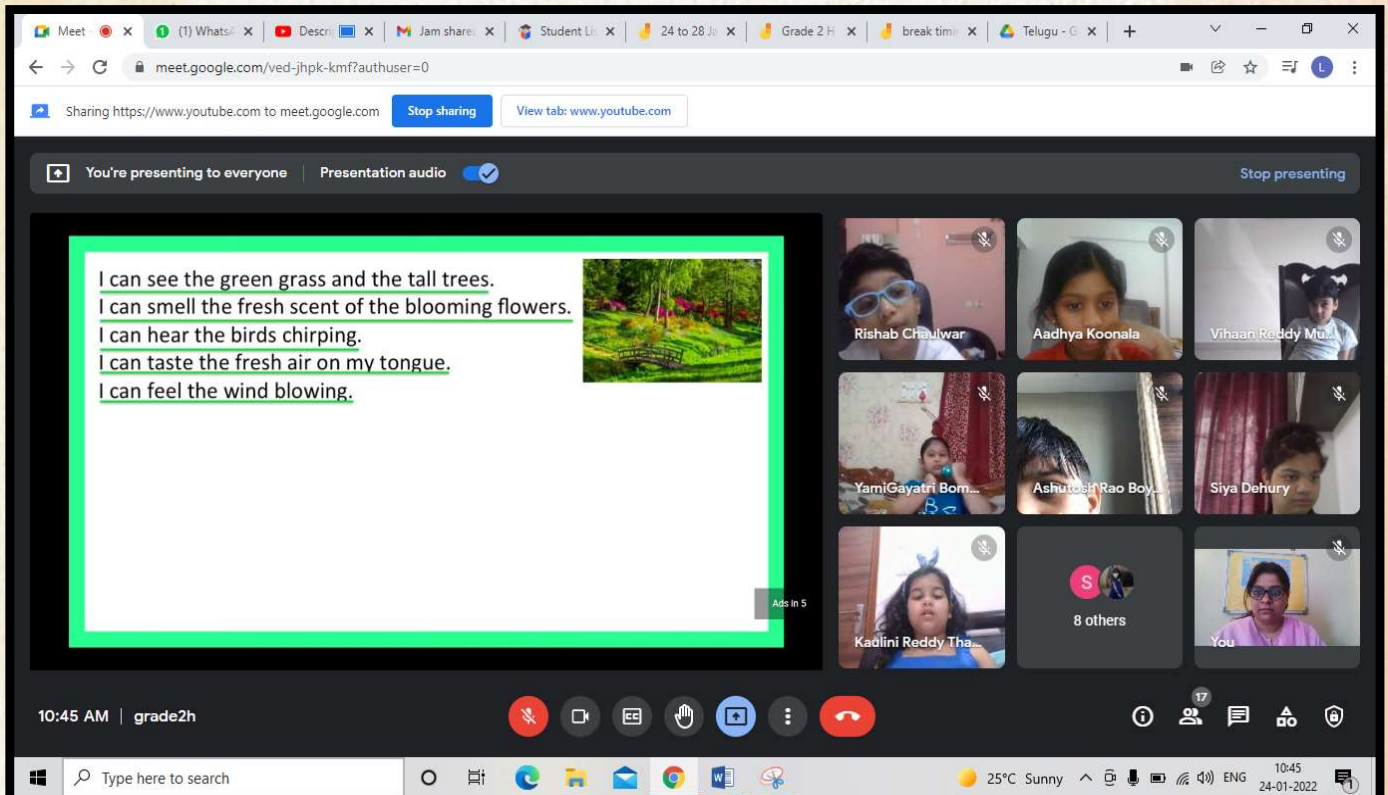
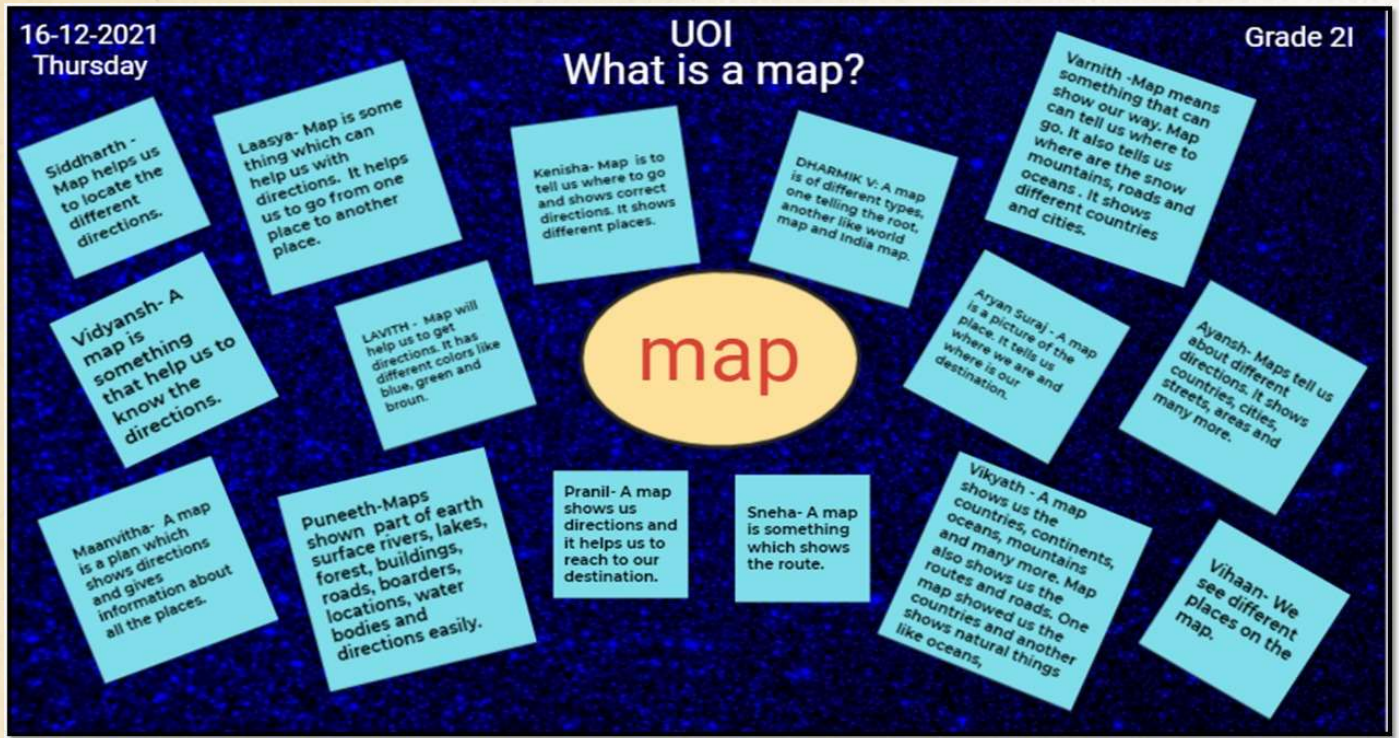
Pranil- Similar they all are in sphere shape.



Learning and Teaching- Month Review



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 the various reasons people celebrate. They will also 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 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).

Telugu:

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.

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.

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 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

Dance:

Students will learn different levels of moves like high-low, different body shapes, pathways, music tempo, shimmy, turns, hand-leg coordination, footwork, locomotors and non-locomotors movements in Western style and folk dance.

Music:

Students will be learning about the famous musicians. They will revisit kinds of notes, treble and bass clef. Students will learn one song in Spanish and one Western folk song.

Art:

Students will be further exploring into the folk art globally by exploring the Native American art form. They will be looking at the symbols and their meaning. They will co-construct the task and criteria to show their understanding of the art from different cultures and places globally.

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/>