



# PRISM

Grade 1

# Message from the Principal's Desk

Dear Parents,  
Greetings!

In a remote place best known for sculpture shops, there lived a father and son.

The father was a sculpture and had a shop. He never made big profits from the shop but still, he continued with making sculptures.

In his free time, the father used to teach his young son the art of sculpture. While teaching the art, his father also taught him ethics and instilled faith that one should have in his work.

He told his son, we are not able to sell as many sculptures as we want. But he had faith that one day their work would reach people and then there will be no looking back.

As time pass by, his son learned the complete art of sculpturing. He started helping his father along with his studies.



Other Sculptures in the area started closing their shops and went for other jobs. They advised the father, "Leave this work and look for any other source of income. You will never earn from this." But the old man continued selling the sculptures.

One day, a businessman was traveling and saw the sculptures shining like gold in the sun's rays. He visited the shop and explored them.

He shared, "These sculptures are awesome and have huge demand in other countries. Can we both do business together? You make the sculpture and I sell it."

Both the father and son were happy with the offer and agreed. They started making more sculptures and soon their business grew multi-fold. True, when you are pursuing something in life, the first step is, to have complete faith in what you are pursuing. There will be challenges during the process but if you have faith you can succeed.

(Acknowledgement- <https://winnersstory.com/short-stories-on-faith-1/> \_

Life is full of surprises, and we are not sure of what will happen next. In such challenging and unpredictable times, we continue to move forward and strengthen our efficacy in what we do and why we do.

I also choose to share this story because this story connects with our recent successful PYP 1st Evaluation Visit, after being authorized in 2018. The reflective self-study that started in October 2020, with the team understanding our school's context, collecting and analyzing evidences to share our best practices, success stories and the plan ahead! All stakeholders contributed to this journey and together we were able to achieve our goal.

We continue to look forward for opportunities to connect, collaborate and partner with you to ensure that our students enjoy learning, connect the same to real life and in turn unlock their potential to be future ready.

**Anjalika Sharma**

**IB PYP Principal**

# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

We successfully completed our 1st Evaluation Visit, after being authorized in 2018. The visit happened virtually on 23rd, 24th and 25th of February.

The journey started in October 2020 with unpacking of Programme Standards and Practices with our team members. We worked together as a team and started reading, reflecting and analyzing our practices.

Our students read, reflected and shared their feedback where required. Our parents attended the informative sessions and gave their valuable feedback.



The visiting team interacted with our teachers, students, parents, Senior Leadership Team and the Pedagogical leaders. They appreciated our students and parents for their involvement in the programme.

The stakeholders helped us in this journey, and it was an enriching experience. We thank you for all your support and look forward to your continuous encouragement and support in your child's learning journey.

**Trishna Sharma**

**PYP Coordinator**

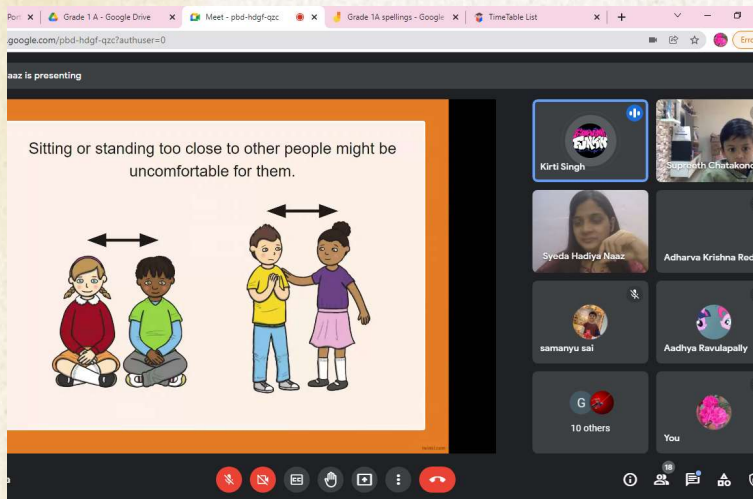
# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-being

Students engaged in various mindfulness exercises like rainbow breathing, popcorn breathing, focus breathing, personal goal setting, balancing self, hands in the sky, squeeze and flop, mindful observation, acting mindfully and many more.



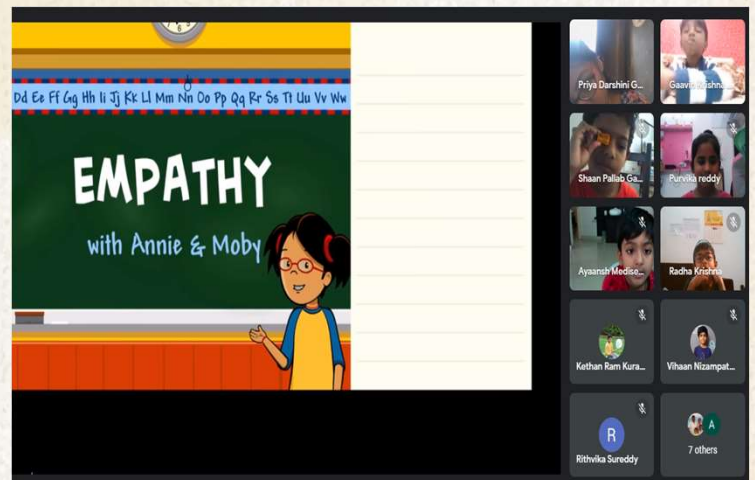
As part of the group awareness sessions, the school counsellor read out a story to the students, Students unpacked the meaning of 'personal space'. They reflected their learning by sharing their views for the given scenarios. They explored by participating in different learning engagements to understand the importance of social boundaries in the personal space.



# School Philosophy- 5 Developmental Pillars

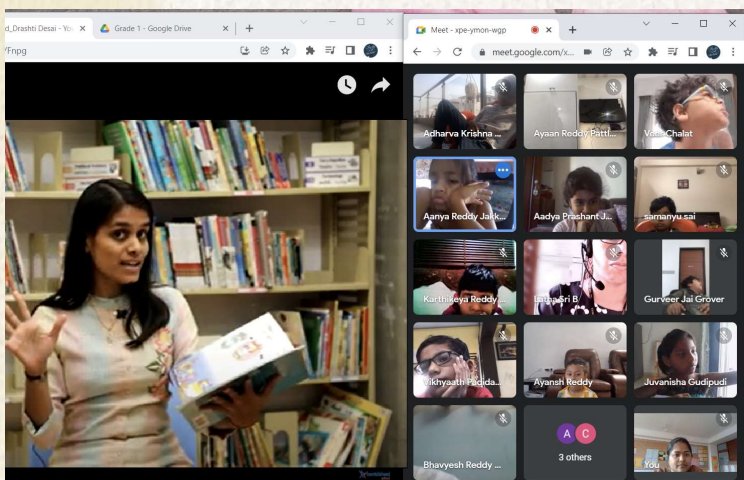
## Core Values

The core value for the month of February, '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 the connections with ATL and attributes of learner profile during learning and teaching. They also participated in the World read aloud day. They enjoyed reading and listening to the read aloud videos by teacher librarians from across the country. Students exhibited enthusiasm to hear the stories and share their reflections. They also engaged in reading books as part of the Oxford Tree Reading Programme.

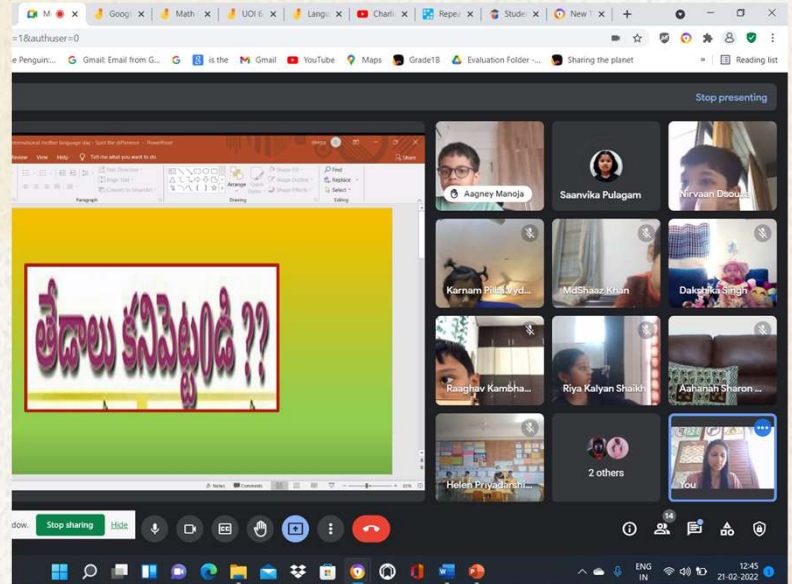


# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement

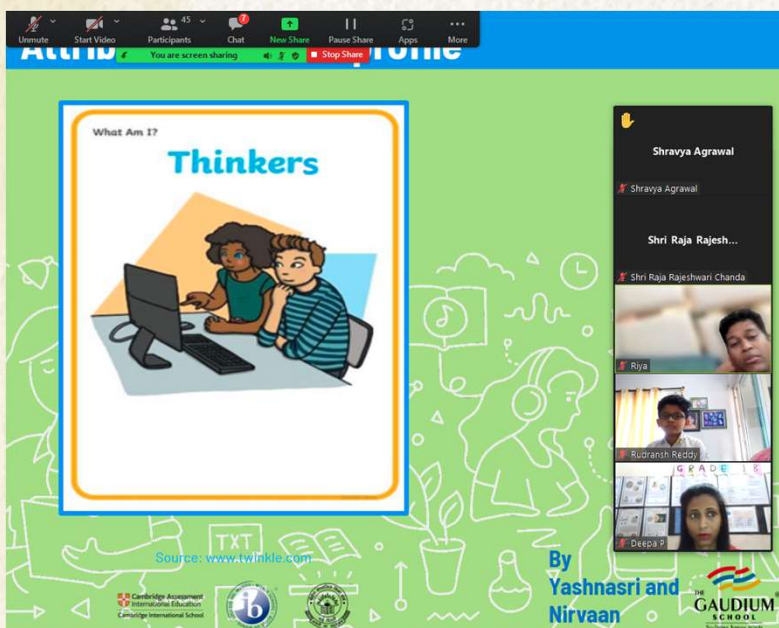
As a part of stakeholder engagement, the community members were involved in the process of evaluation which was conducted on 23rd, 24th and 25th of February.

Students celebrated International Mother Language day. They enjoyed listening to the stories and rhymes in different languages. They enthusiastically introduced themselves in their home language or family language.



## Global Leadership

Students shared their choice of work that shows their learning to be included in their portfolio. They continued to co-construct success criteria and demonstrate the attributes of learner profile and ATL by involving actively in the learning engagements. They reviewed their classroom essential agreements as well. They shared their learning with their learning community through the school assemblies.



# Professional Development

## Reading Sessions

We read and reflected the IB publications. We also shared the reflection on the nano -PD session during this month.

### 1. Knowing our learners-

<https://international-baccalaureate.s3.eu-west-1.amazonaws.com/PYP+PD+nanos/PYPPDnanos-phase4/Final+En/Knowingourlearners/index.html#/menu/5ffeb57c4e84167b8bfe4af4>

### 2. Planning for practice-

<https://international-baccalaureate.s3.eu-west-1.amazonaws.com/PYP+PD+nanos/PYPPDnanos-phase4/Final+En/Planningforpractice/index.html#/menu/60794cdb965a393828b9fd30>

## Session by Inclusion and Learning Diversity (ILD)

Our school counselor Ms. Nanita Dulam and Ms. Hadiya took a session on the well-being of the teachers. They shared a few activities to refresh our minds. The ILD team with the collaboration of our PE department also arranged well-being sessions on Saturday followed by Zumba, Aerobics, and Yoga exercises.

## Evaluation

We have successfully completed the evaluation process during this month. All the stakeholders were the part of the evaluation and shared their understanding of the programme in our contexts.

# Learning and Teaching- Month Review

## Unit of Inquiry:

### 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, Causation, Perspective

### IB Learner Profile:

Inquirers, Communicators, Knowledgeable, Caring

## Unit of Inquiry:

Students tuned into the unit of inquiry under the theme "How we organize ourselves".

Students inquired about signs and symbols through a range of learning engagements. They discussed the similarities and differences between signs and symbols.

They were able to make a connection that signs, and symbols are used to communicate information. They were able to identify different types of communication like verbal and non-verbal communication.

Students explored the various signs and symbols around them and discussed their meaning.

# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students were able to make a connection with punctuation in language. They identified different punctuations through the story of "The day punctuations came to town". They were able to use comma, period, question mark while writing the sentences and discussed the use and purpose of these punctuation marks.

## **Transdisciplinary Math:**

Students identified different mathematical signs and symbols and they connected with addition and multiplication. They were introduced to multiplication strategies like repeated addition, array, mental math and skip counting.

They practiced the tables of multiplication using skip counting strategies. Students solved word problems using strategies of their choice.

**Hindi:** Students were introduced to त् varg letters द, ध and न through pictures, poems and stories. They revisited the letters from क varg and च varg as well.

**Telugu:** Students were introduced to letters య,ర,ల,వ,శ,స through objects related, flash cards, stories and poems. They learnt identification, formation and pronunciation of the letters. Students also formed simple words using these letters.

**French:** Students learnt the names of colours and body parts by participating in different learning engagements. They practiced pronunciation and writing the same using different manipulatives.

**Spanish:** Students were introduced to letters J, K, L, M, N and Ñ along with related vocabulary. They learnt the pronunciation of the syllables and inquired into the meaning of new vocabulary. They also learnt the names for the shapes, square, rectangle, triangle, circle, star and numbers 6-10 in Spanish.

# Learning and Teaching- Month Review

## **Drama:**

Students worked in pairs and small groups for framing the dialogues for the choice of characters they wanted to enact.

## **Dance:**

Students practiced different levels of moves like high-low, pathways, music tempo, body control, shimmy, point, footwork, locomotors and non-locomotors movements in folk style.

## **PE:**

Students practiced different types of throw- Overhead, Underarm, Overarm and Overhead

They also practiced:

- Surya Namaskar-Slow pace, medium pace and fast pace
- Standing pose 1-Trikonasana 2-virabhadrasana
- Sitting Pose 1- Vajrasana 2- Paschima uttanasana
- Floor asana 1-Bhujangasana 2-Uttanasana

## **Art:**

Students observed masks from around the world and explored the purpose of mask. They created a mask of their choice and shared it with their peers. They further explored about the African masks and shared the features of the African mask. Students compared the similarities and differences between the mask they created and the African mask using Venn diagram.

## **Music:**

Students revisited the basic musical notes. They practiced steady beat, rhythmic clapping exercises with music. They learnt "Ho raat ka taara "song with the music.

# Learning and Teaching- Month Review

meet.google.com/yso-jzpr-nka?pli=1&authuser=0

10:52 AM | grade1b

Day-14; 24-02-2022.docx - Google Docs | Meet - mig-iywt-nxt | Meet - tge-ktid-aip | Wheel of Names | Random |

meet.google.com/tge-ktid-aip?pli=1&authuser=0

You're presenting to everyone | Presentation audio | Stop presenting

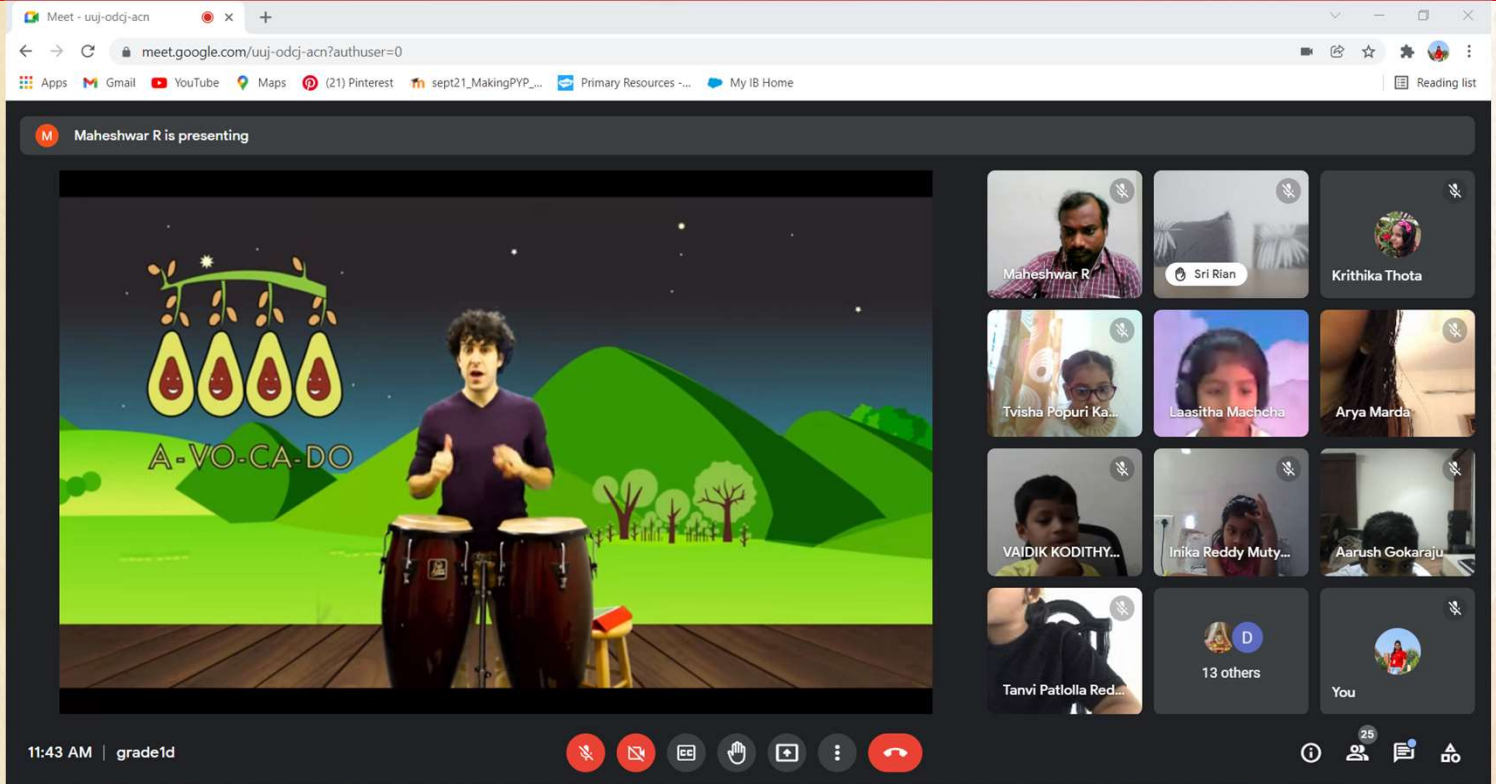
wheelofnames.com

9:47 AM | grade1d1

# Learning and Teaching- Month Review



# Learning and Teaching- Month Review



You're presenting to everyone | Presentation audio

Stop presenting

UDI 6 - Grade1B

Grade 1-B Wednesday 16.02.2022

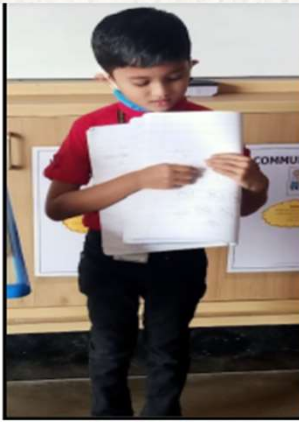
Task: Share the similarities and differences between signs and symbols.

Similarities			Differences		
Both give us information - Saanvika	Both help us when we are in problem - Anay	Both convey information - Raaghav	Signs are universal and symbols give us information - Medha	Signs are temporary and symbols are permanent - Anay	Signs are temporary and symbols are permanent - Anay
Both share information - Riya	Both guide us and give us information - Yashasri	They both have images - Yashasri	Signs convey information and symbols convey information - Medha	Signs can be used in many ways and symbols can be used in many ways - Anay	Signs will never change and symbols may change - Anay

Open on a Jamboard

Grid of student video feeds:

- Saanvika Pula...
- Aagney Ma...
- Karnam Pill...
- Raaghav K...
- Riya Kalyan Sh...
- Dakshika Singh
- Yashnasri Sury...
- Rudransh Red...
- AliExpress Anay Jain
- Varnika Arra
- Helen Priyada...
- Medha Sethur...
- Avisha Kumm...
- Aahanah Sharo...
- Aarush Sreejit
- You



# Learning and Teaching- Month Ahead

## Unit of Inquiry:

### Transdisciplinary Theme:

How the world works

### Central Idea:

The design of buildings and their structures is dependent on a range of factors.

### Lines of Inquiry:

- Factors to consider while building a structure
- Indigenous architecture
- Ways buildings impact the environment

### Key Concepts:

Function, Connection, Responsibility

### IB Learner Profile:

Inquirers, Open-minded, Caring

## Unit of Inquiry:

Students will further inquire about specialized systems of communication through a range of learning engagements. They will demonstrate their learning through concluding task. Students will co-construct the assessment task and criteria.

They will tune into the sixth unit of inquiry under the theme, 'How the world works'. Students will explore about the different buildings around them. They will explore the meaning of structure as well. They will further inquire about the factors that should be considered while building a structure.

# Learning and Teaching- Month Ahead

## **TD Language:**

Students will read sentences or a paragraph and add the punctuation marks (.) (?) (,) and (!) where appropriate. They will make connections to structure of a sentence, an essay or different texts.

## **TD Math:**

Students will identify the sign of division and learn equal sharing/grouping and repeated subtraction as strategies to solve problems related to division. They will use greater than, less than and equals to sign for comparison of numbers. Students will make connections to non-standard and standard units of measurement as well as 2D and 3D shapes.

## **Dance:**

Students will practice different levels of moves like high-low, different body shapes, pathways, music tempo, body control, basic hip-hop moves, footwork, locomotors and non-locomotors movements in Western style.

## **Music:**

Students will practice clapping exercises in different patterns and revisit all the songs. They will be introduced to a Spanish song. They will explore musical instruments.

## **Drama:**

Students will further work on body language to convey the feelings and emotions of a character of their choice.

## **PE:**

Students will practice Aerobics- Basic movements, with and without music.

Basketball- Exploring stance and ball holding, Specific warm-up - juggling exercise with ball, ball handling - 1 - Dribble with variation Passing -chest, bounce pass and overhead pass

Football- Taping and rolling the ball Passing (inside) Dribbling (In/out, Receiving

# Learning and Teaching- Month Ahead

## **Art:**

Students will further explore about nature drawing and find the similarities and differences between object drawing and nature drawing. They will use the elements of art in their drawing.

## **Spanish:**

Students will learn about singular and plural form of words in Spanish. They will be learning the pronunciation of letters P, Q, R, S, T, V and W with the syllable sounds along with related vocabulary in Spanish.

## **French:**

Students will frame sentences using colours and body parts. They will practice asking questions about their body parts and answer these questions in French.

## **Hindi:**

Students will be introduced to the letters from (ब, भ, म) varg. They will read, learn poems and words related to these letters.

## **Telugu:**

Students will be introduced to letters ha, ala, ksha, ra through stories, poems and flash cards related. They will also learn 1-20 numbers, days of the week and colors in Telugu.

# Happenings Month Ahead

**1<sup>st</sup> March- Maha Shiv Ratri (Holiday)**  
**5<sup>th</sup> March- 2nd Students Led Conference**  
**18th March- Holi (Holiday)**

## 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/>