



# 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/\\_](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 it 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 Center Head's Desk

Dear Parents,

Greetings!

Our students have collaborated with their teachers on building their portfolio further.

They engaged in sharing their chosen piece of work in different subject areas that best demonstrates their learning or their progression of learning. Teachers too have shared their chosen piece of work to be included in the portfolio.

The digital student portfolio also includes student reflections, any action taken as a result of their learning as well as any attributes of learner profile and ATL (Approaches to Learning) they developed or demonstrated during their learning journey.

Your support to your child holds key importance while they engage in sharing their learning during the Student Led Conference.



Student led conference empowers learners to take ownership, collaborate and reflect.

It is an opportunity for you and your child to connect , as you attentively listen to your child while he/she shares his/her learning experiences and acknowledge with compassion and undivided attention.

**Ranjeeta Sahoo**

**Center Head**



# 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 'Grit', through this story .They shared their reflections. Students learn that to show grit means not to give up in a difficult situation.



# 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

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.



## Student Reflection

My chosen work is

I did this task with Peers ☐ Alone ☐

I chose this work because

## Global Leadership

Students have started sharing 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.



# Professional Development

## Reading Sessions

We read and reflected the selected segments from the IB publications in groups. The group members gave presentations to the peer groups sharing their learning and reflections.

## Mindfulness & Well-Being Sessions

Our PE staff, Ms.Afreen Akhtar and Mr.Abhishek Paul, conducted yoga sessions and discussed the benefits of various yoga asanas.

The school counselor, Ms.Janhavee Mandrekar engaged the team in mindfulness session of visualization and body scan.

## Nano PD Sessions

We also watched the following nano -PD sessions and shared their reflections:

### 1.Knowing our learners-

<https://international-baccalaureate.s3.eu-west-1.amazonaws.com/PYP+PD+nanos/PYPPDnanos-phase4/Final+En/Knowingyourlearners/index.html#/menu/5ffe b57c4e84167b8bfe4af4>

### 2. Planning for practice-

<https://international-baccalaureate.s3.eu-west-1.amazonaws.com/PYP+PD+nanos/PYPPDnanos-phase4/Final+En/Planningforpractice/index.html#/menu/6079 4cdb965a393828b9fd30>



# 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 made connection that signs, and symbols are used to communicate information. They identified types of communication like verbal and non-verbal communication.

Students explored 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 used 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 k varg and ch varg as well.

**Telugu:** Students were introduced to letters ya,ra,la,va,se,sha,sa 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 using a rhyme. They practiced pronunciation of letters P (pa, pe, pi, po, pu), Q (some question words), R (ra, re, ri, to, ru), S (sa, se, si, so, su), T (ta, te, ti, to, tu), V (va, ve, vi, vo, vu).

**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 learned 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 inquired into different types of throw- Overhead, Underarm, Overarm and Overhead They 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

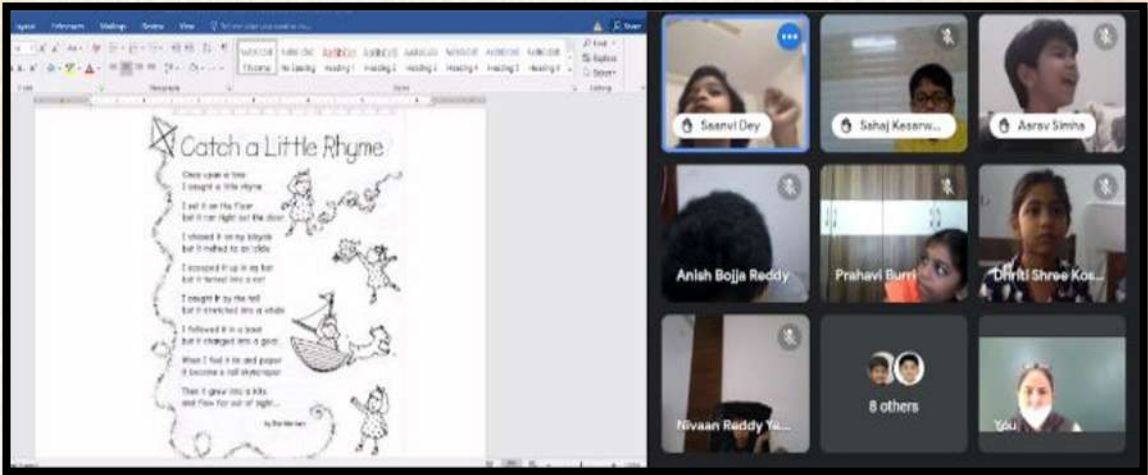
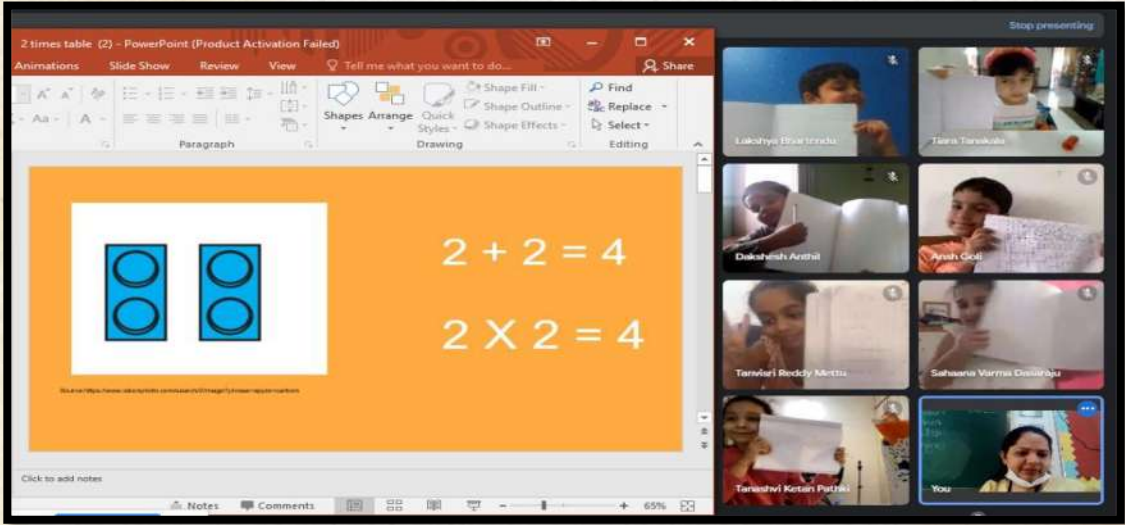
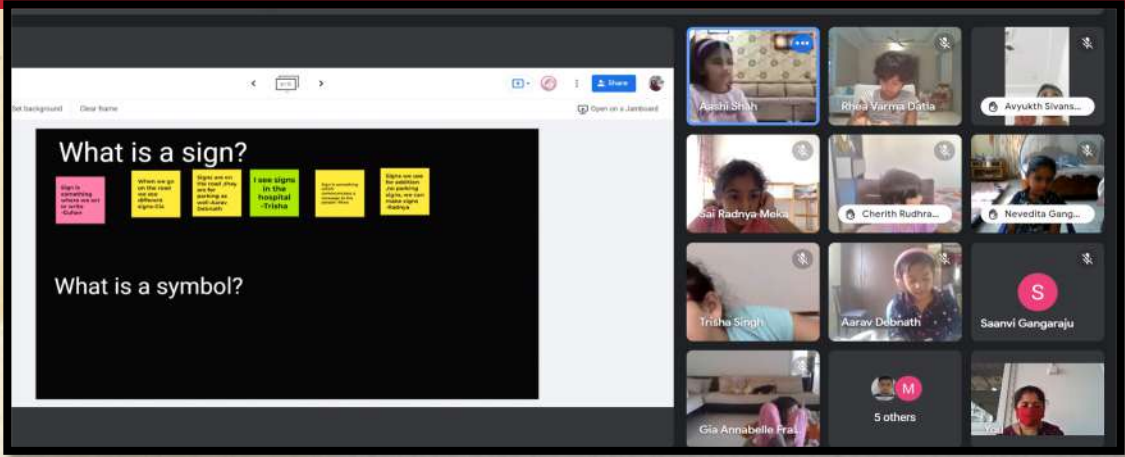
## **Art:**

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 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:**

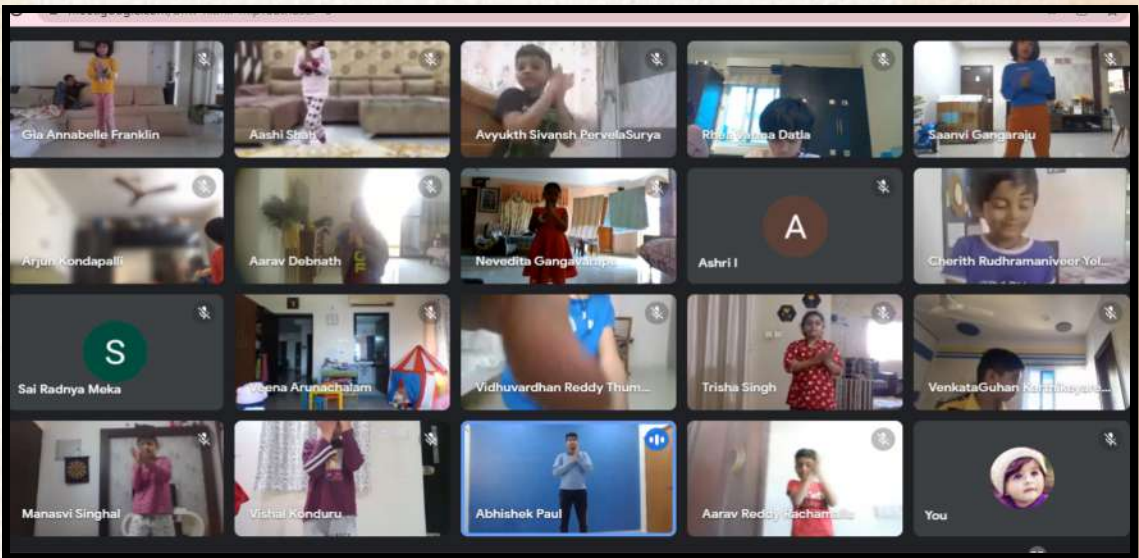
Students revisited the 7 basic musical notes, the treble and bass clef and we learned one song in Spanish and one journey based song '500 Miles'.

# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



# Learning and Teaching- Month Review

**Task: - Identify the picture and sort according to the sound of letter त and थ**

The presentation shows five images: a boy sitting at a desk, a beach scene, a watermelon, a girl eating a watermelon, and a boy playing a drum. The video call grid on the right shows 12 participants.

**LES COULEURS DE MA TOUPIE**

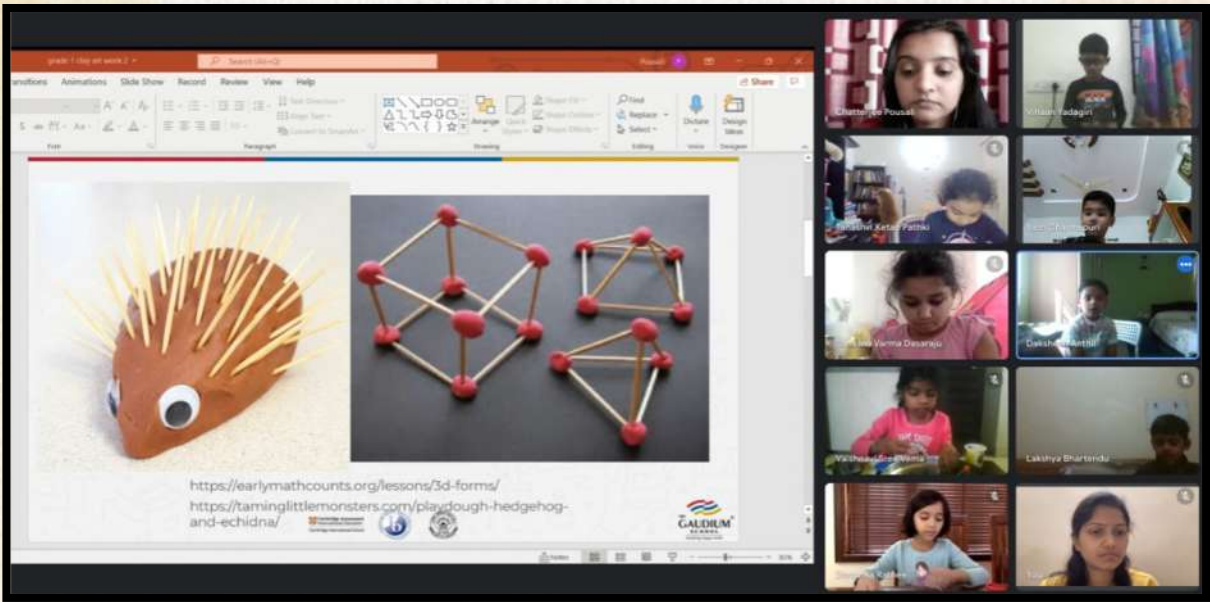
The presentation shows a grid of colored spinning tops with labels: BLEU, JAUNE, VERT, ROUGE, VIOLET, ORANGE, and BLANC. A text box says: "Ma toupie Elle tourne c'est très jolie". The video call grid on the right shows 6 participants.

**Toca una para abrigarla**

The presentation shows a grid of numbered boxes (1-19) and words: GATITO, GASOLINA, GOMITAS, and GOLOSINA. The video call grid on the right shows 4 participants.



# Learning and Teaching- Month Review



# 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 different buildings around them. They will find out the meaning of structure as well. They will further inquire into 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 also 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 learn 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 continue to learn the Spanish song. They will also learn the song 500 Miles. Students will inquire about famous musicians- A R Rahman and Michael Jackson.

## **Drama:**

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

## **PE:**

Aerobics- Basic movements - Exercise on counts of eight 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 be using 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 learn one word each with the letters X, Y, Z. They will learn to ask questions about their names and age and answer these questions in French.

## **Hindi:**

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

## **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

1st March- Mahashivratri

5th March- Term 2 Student Led Conference

18th March- Holi

## **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/>