



# PRISM

Grade 2

# Message from the Principal's Desk

Dear Parents,

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 sculpting.



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 1<sup>st</sup> 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

**IB PYP Principal**

**Anjalika Sharma.**

# 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.

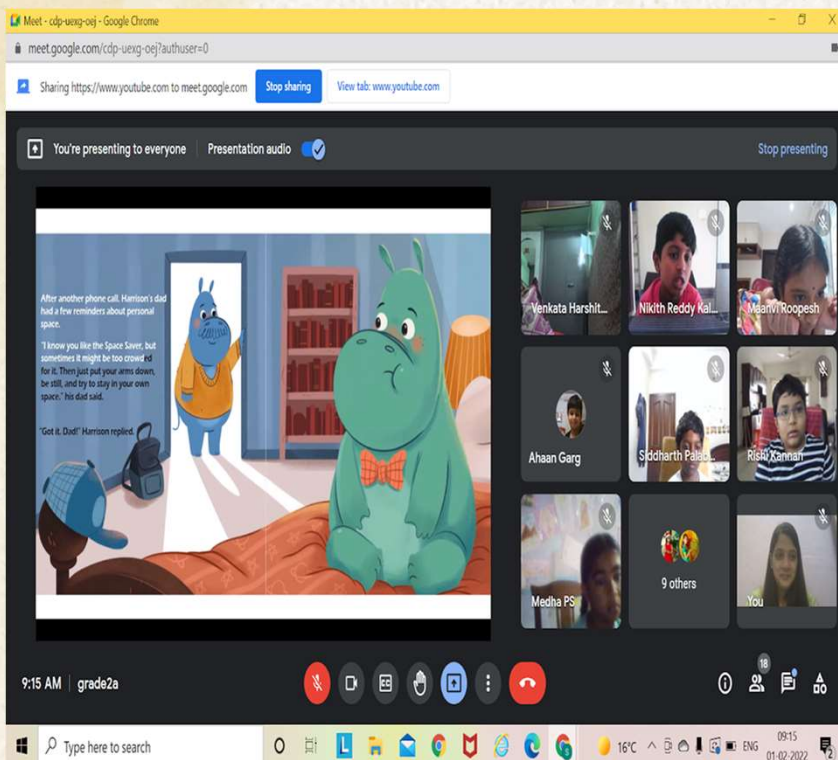
**Trishna Sharma**

**PYP Coordinator**

# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers have been involved in various mindfulness learning engagements like hands in the sky, acting mindfully-story read aloud. Focus breathing, rainbow breathing, balancing self, personal goal setting, popcorn breathing and many more. They discussed the benefits of mindfulness by participating in learning engagements and shared their reflections regularly.



The school counselor took a group session on personal space. The students participated in different learning engagements and explored about the social boundaries in the personal space.

They reflected their learning by sharing their views for the given scenarios. The students understood the importance of personal space in maintaining their wellbeing.

# 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 celebrated International Mother Language Day on 21st February 2022 where they introduced themselves in their home and family language. They listened to a story in their home and family language. They understood the importance of cultural and linguistic diversity. It was a memorable experience for all the students and teachers to communicate with each other in their home and family language.



# 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 researched about the different celebrations and connected with the different resource persons to know more about the features and traditions of the different celebrations.

Students and teachers celebrated Mother Tongue Day and International Read aloud Day



## Global leadership

Students were engaged in reflecting on their learning, identifying areas of improvement, and setting goals. They shared their learning with the learning community by taking active part in the school assembly.

The students also continued developing and demonstrating the approaches to learning and attributes of the learner profile by engaging in different learning experiences.



# 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 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:

Caring, Knowledgeable

## Unit of Inquiry:

As part of the inquiry under the theme 'Where are we in place and time' students discussed their responsibilities towards physical geography. Students also shared their learnings from the unit through their research for the end of unit assessment.

They tuned into the new unit of inquiry under the Transdisciplinary Theme "How we express ourselves" and inquired about Celebrations.

During the inquiry, students found about different types of celebrations and types of celebrations. They engaged in different learning engagements and explored the reasons for celebrations

Students shared different types of celebrations they are part of . They found the differences between festivals and celebrations. They looked into traditions, beliefs and values.

# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students made transdisciplinary connections through descriptive writing and practiced the same through various learning engagements. Students identified 'prepositions' and 'conjunctions' and practiced the same through various learning engagements.

## **Transdisciplinary Math:**

Students understood that numbers are connected to each other through a variety of relationships by solving mental Math problems. Students made transdisciplinary connections to division and practiced the same through various learning engagements. They discussed and shared their questions by framing it through real life examples.

## **Hindi:**

Students connected to opposites through a story. They revisited matras and framed sentences. Students also engaged in poem recitation and picture talk.

## **Telugu:**

Students learnt la to bandira vathulu through poems and stories. They learnt new vocabulary from the stories and connected to opposites.

## **French:**

Students learnt the names of colours using a rhyme. They also learnt 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

## PE:

Students practiced 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

## Music:

Students revisited different kinds of notes, treble and bass clef and different music genres. They learnt the song- 'Country Roads' by John Denver.

## Drama:

Students discussed the importance of understanding position on the stage, body language and expressions during a performance.

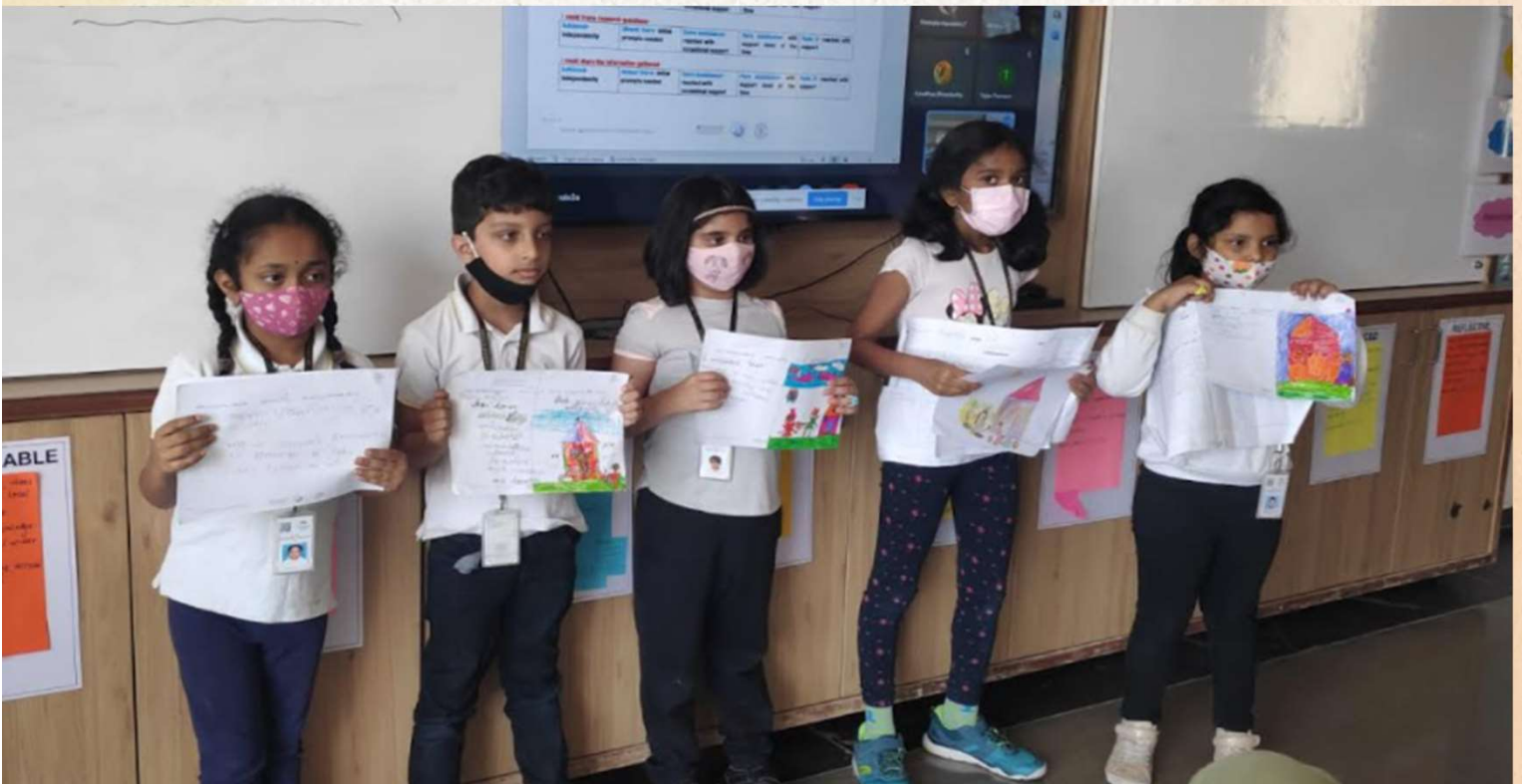
## Art:

Students showed their learning by creating an artwork on the chosen topic and art form (Cave art, Madhubani art, and Warli art). They explored about folk art. They created artwork using features of Native American art. They further researched into symbols and their meanings used in Native American art. Students co-constructed the task and criteria to show their learning.

## 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.

# Learning and Teaching- Month Review



# Learning and Teaching- Month Review

Sneha Suman is presenting



1:39 PM | grade2d

Arjun Chinagandham has raised a hand

Aaryan Reddy Munagala joined

Open queue

You're presenting to everyone | Presentation audio

Stop presenting




12:48 PM | grade2d

You (Presentation)

You're presenting to everyone | Presentation audio

Stop presenting



10:12 AM | grade2d

Arjun Chinagandham has raised a hand

Open queue

# Learning and Teaching- Month Review



# Learning and Teaching- Month Ahead

## Transdisciplinary Theme:

Sharing the planet

## Central Idea:

Interacting with natural habitats humans make choices that have an impact on other living things.

## Lines of Inquiry:

- Natural habitat and its inhabitants
- Ways living things respond to changing environmental conditions
- Human impact on natural habitat

## Key Concepts:

causation, change, responsibility

## IB Learner Profile:

Caring, Thinkers, Balanced, Reflective

## Unit of Inquiry:

Students will co-construct the concluding assessment task and criteria to share their understanding of the unit.

Students will tune into the sixth unit of inquiry under the theme, 'Sharing the planet'. They will explore the meaning of habitat and different types of habitats as well as the inhabitants. Through a range of learning engagements, students will also inquire about ways living things respond to the changing environmental conditions.

## Transdisciplinary Language:

Students will read newspaper articles, non-fiction books during the inquiry. They will use questioning words to formulate questions to research.

## Transdisciplinary Math:

Students will connect to area and timeline. They will engage in comprehending data and analysis of data.

# Learning and Teaching- Month Ahead

## Art:

Students will explore masks from around the world, their features and purpose. They will learn about the principles of art as well as meaning of balance and symmetry in art.

## 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

## Music:

Students will inquire about famous musicians - Pandit Ravishankar and Mozart. They will discuss the differences and similarities between the two musicians. They will learn a song in Spanish and an Indian folk song.

## Drama:

Students will work with their peers to prepare to enact a scenario of their choice. They will discuss and co-construct the criteria for the task.

## 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.

# Learning and Teaching- Month Ahead

## **Hindi:**

Students will revisit matras and engage in poem recitation. They will connect to synonyms through poems and stories.

## **Telugu:**

Students will learn synonyms and opposites. They will be frame questions as well. Students will make compound words.

## **French:**

Students will learn one word each with the letters X, Y, Z. They will learn to ask questions about their names, age and answer questions in French.

## **Spanish:**

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

# 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/>