



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

Greetings! We hope that you are all doing well and are safe! In this edition of newsletter, I share with you a relevant story that I recently read, with a message for all of us.

Once, a group of boys decided to play a proper soccer game. Each one of them would bring something used in professional matches. So, one would bring the ball, another the whistle, another the goalposts, others the goalkeeper gloves, the corner flags, etc...

But before the game started, while they were picking the teams, there was an argument. They decided that the boy who had brought the most important object would get to pick the teams. Well, now they couldn't decide which had been the most important object, so they thought it would be best to just start playing, using all the objects, and gradually get rid of what people had brought, to see which things were truly indispensable.



The first thing they got rid of was the whistle, because the referee could just shout instead. Then they tossed the goalkeeper gloves; they managed to save the ball just as well without them. Neither did they really notice when they stopped using the corner flags, nor when they replaced the goalposts with a couple of bins. And so, they continued, until finally they replaced the football with an old tin, and managed to keep playing...

While they were playing with the tin, a man and his son passed by. Seeing the boys playing like that, the man said to his son: "Look, son. Learn from those kids over there. Without even a ball they're managing to play football, even though they're never going to be able to improve playing that way."

The boys heard him say this, and realized that because of their excessive pride what could have been a great match had turned into a different display, which they were hardly enjoying at all. That moment, they decided to put their opinions to one side, and agreed to start playing the match again, from the start, and with all the proper equipment.

It really was a great game. No one thought about who was playing better or worse. Rather, they just concentrated on enjoying and improving their game.

(Acknowledgement- <https://freestoriesforkids.com/children/stories-and-tales/big-match>)

Cooperation, is all about working together towards a common goal. It demonstrates the ability to work effectively and respectfully with diverse people or teams, build consensus, assume shared responsibility, value opinions and contributions of each members.

It is very important that in schools, teachers deliberately create opportunities for students to cooperate with each other, share responsibilities, identify and solve problems. These learning opportunities thus get students to work together in groups as a team and learn to help each other succeed. These learning engagements connect to and enhance social and emotional well-being as well as encourage students to learn from each other through their real-life experiences.

Hence it is our responsibility to ensure that we provide these opportunities to our students to collaborate, respect perspectives, accept differences and appreciate contributions of all to reflect and be lifelong learners.

Anjalika Sharma

IBPYP Principal

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-Being

Students and teachers engaged in mindfulness sessions every day. Students expressed their gratitude towards others and made Gratitude Jar.

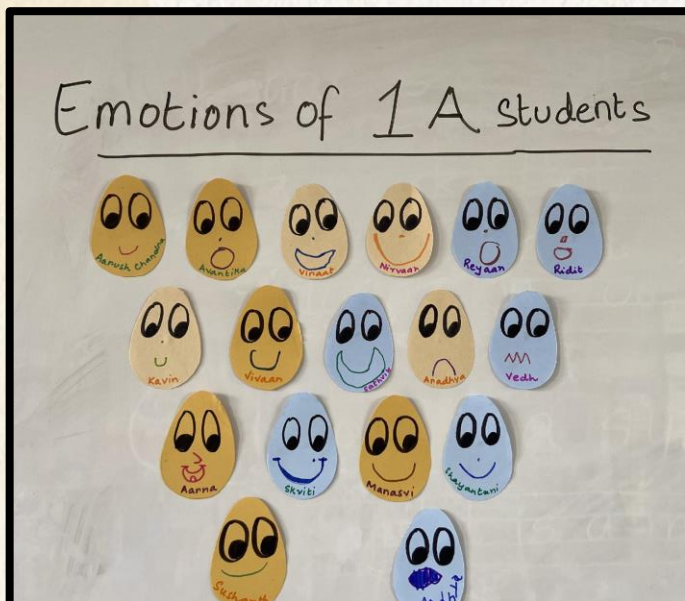
They practiced mindfulness activities like bunny breathing, square breathing and in-breath and out-breath.

Students engaged in mindful walking by carrying books on their head, imagining walking on a beach, carrying a pot etc.



Students expressed their emotions and feelings through various engagements like rose and thorn, sharing heartfelt phrases etc. They engaged in various engagements for awareness of feelings and emotions.

Students discussed about personal space during the group awareness sessions.



School Philosophy- 5 Developmental Pillars

Core Values

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

Students discussed ways of respecting their country, support staff and resources.

They shared real-life examples where they have showed respect to others.



Holistic Excellence

As a part of holistic excellence, students continued reading Oxford Reading Tree (ORT) books.

Students had sessions on first-aid and safety as a part of their life skills lesson.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

As part of stakeholder engagement, Professional development sessions for teachers on "Inquiry and Learning spaces" were conducted.



Various events were conducted to promote the pillar. Students and teachers celebrated events like Independence day, Janmasthan and Investiture ceremony.



We celebrated National Sports day by felicitating the students of The Gaudium for excellence in Sports.

We had Ms. Akula Sreeja, India Table Tennis player and Commonwealth Gold Medalist and her coach Mr. Somnath Ghosh, as the chief guest. Students enthusiastically participated in Gymnastics along with Ms. Lilya, our Rhythmic Gymnastics Coach.



School Philosophy- 5 Developmental Pillars

Global Leadership

Students continued organizing and conducting their weekly assemblies as part of the global leadership.

Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks.



Students continued to develop and demonstrate ATL and attributes of learner profile.

They made choices to share their learning and different ways of imbibing core values. They continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement and discussing the further steps.

Professional Development

LDCD Session:

The special educator Ms. Nanitha, and the school counselors Ms. Hadiya and Ms. Prutha conducted a workshop about ADHD, its prevalence in children, the challenges they face, and the strategies to help ADHD children learn in the classroom.

The workshop began with a brief energizing activity followed by a discussion on the signs, treatments, and classroom settings for ADHD.

Few strategies to manage academic and behavioral challenges were shared. The teachers clarified their doubts followed by their reflections.

PD Session:

We had a workshop on 'inquiry' conducted by Ms. Anjalika Sharma, IB PYP Principal for the PYP teachers. This session had no presentations, no detailed information and no note-taking. It was all about experiencing to teach and make a difference.

Each teacher understood the importance of time, resources, collaboration, and strategies while engaging in the process of inquiry.

The team reflected on ideas such as the importance of personalized learning using a range of strategies, grouping strategies, formulating questions, data collection, and analyses, using the learning community, etc while ensuring inquiry becomes the pedagogy in the classrooms. Overall, the PD session was a great learning experience for the team.

We also had a PD session on "Learning Environment" where it provide opportunities for children to interact with each other and a range of materials.

A learning environment is the context in which learning happens. It occurs in environments that promote collaboration and a shared sense of purpose and belonging. It also inspires creativity and innovation.

Learning environments includes pedagogy, safety, social and emotional well-being, as well as the virtual and physical spaces where learning occurs.

Learning and Teaching- This Month

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

Form, Perspective, Function

IB Learner Profile

Inquirers, Communicators, Knowledgeable, Caring

Unit of Inquiry

Students inquired about signs and symbols under the transdisciplinary theme 'How we organize ourselves'.

During the prior knowledge assessment, they chose 1 station out of 4 and came up with the terms 'signs', 'symbols', 'action' etc.

The meaning of the terms signs and symbols was co-constructed with the students.

While inquiring, students found the similarities and differences between signs and symbols. They went for a school tour and sorted the various signs and symbols. Students explored different types of communication and the steps involved in an effective communication.

They inquired about the systems of communication. Students shared their perspectives on effective ways of communication in today's world.

Learning and Teaching- This Month

Transdisciplinary Language

Students continued with their weekly spelling assessments. They connected with the concept of punctuation marks while inquiring about various signs and symbols. They discussed the importance of punctuation in a sentence. They practiced the concept through various learning engagements.

Students made connection to verbs during the homeroom discussions and framed sentences and identified verbs in a sentence.

Students continued reading the Oxford Reading Tree books. They engaged revisited and practiced cvc words and blends.

Students made transdisciplinary connections to singular and plural nouns.

Transdisciplinary Math

Students continued working on mental math every day to revisit the concepts learnt earlier.

They made transdisciplinary connections with 'greater than, lesser than, addition and subtraction' while inquiring about signs and symbols.

Students explored the usage of signs and symbols in mathematics. They were able to compare numbers using greater than, less than and equal to symbols.

Students practiced addition and subtraction of 1, 2 and 3 digit numbers without regrouping.

Students discussed the importance of arithmetic operations and connected with real life examples.

Learning and Teaching- This Month

French

Students learned the basic greetings, letters of the alphabet, days of the week and months of the year. They explored numbers from 1-20 .

They engaged in conversations where they asked their friend their name and age.

Spanish

In the month of August 2022, students learnt to read and write the letters of the alphabets and numbers from 0 to 20.

Telugu

During the month of August, students were introduced to 'ka varga'. They recognized, read and wrote these letters.

Students were also introduced to numbers from 1-10 through a poem.

Hindi

Students were introduced to 'ga' and 'gha' akshar through a story. Students also comprehended the story and shared their views.

They listed down new words while listening to the story and recited the poem 'Papa ka paisa gol'.

Students recited the poem 'Dhobi aaya' and practiced counting numbers from 1 to 10.

Drama

Students worked on their body language by watching the characters and identifying their body language.

They focused on eye contact, body movement, gesture, and voice of character.

Learning and Teaching- This Month

PE

Students participated in warm-up exercises. They inquired about athletics and discussed about track and field. They explored various techniques related to jogging.

Students watched videos of running and shared the different techniques they know of.

They also engaged in different variations of running such as zig-zag and shuttle run.

Dance

Students watched a video of a dance performance and shared their observations related to the costumes, hand and leg movement.

They practiced the hand and leg movements and made connection to beat, tempo and speed of the music.

Music

Students learned about pitch and identified high and low pitch in music.

They learned the song 'Hello to all the children of the world' and the school prayer.

Art

Students learned about the colour wheel, its importance and the reasons for the placement of the colours on the colour wheel.

They explored warm and cool colours, and the reason why they are called so. Students created artwork using warm and cool colours.

They tried various blending techniques to create their artworks. They also made objects using clay.

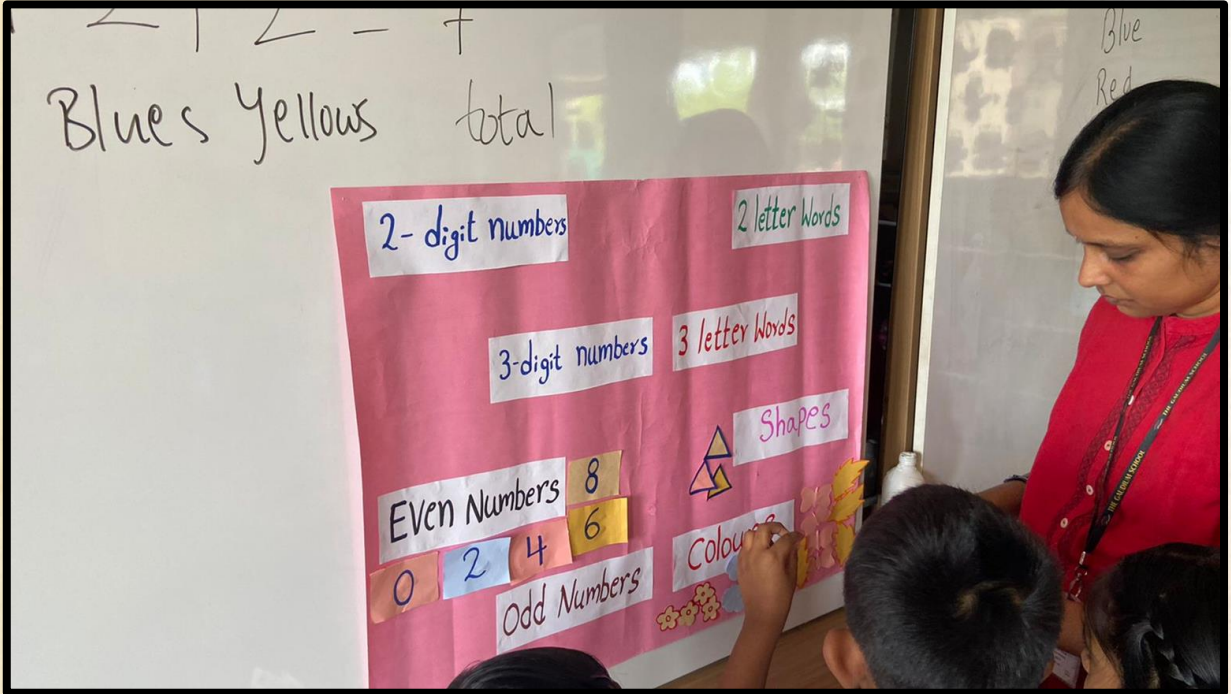
Learning and Teaching- This Month



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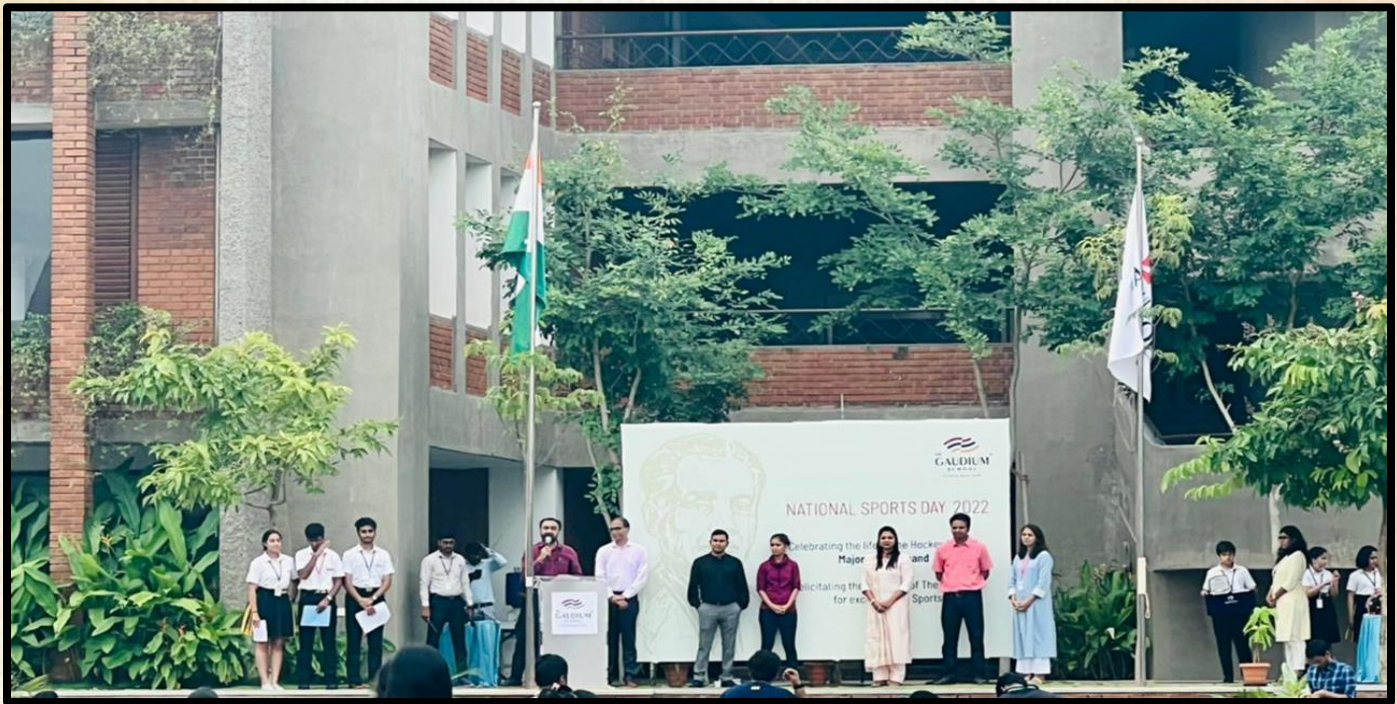
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

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 impacts the environment

Key Concepts

Connection, Responsibility, Function

IB Learner Profile

Inquirers, Open-minded, Caring

Unit of Inquiry

The students will complete their end of unit assessment for the current unit.

They will inquire about the concept of buildings under the transdisciplinary theme 'How the world works'.

Students will find the meaning for the terms- buildings and structure. They will further inquire about the various factors that need to be considered while building a structure through real-life connections.

They will inquire about ancient architectures like Egypt, Roman, Indian etc. Students will be involved in problem solving related to buildings and structures through the various stages of Design Thinking process.

Learning and Teaching- Month Ahead

Transdisciplinary Language

Students will explore sentence structure and continue framing sentences using punctuation marks.

They will be introduced to paragraph writing. They will participate in different learning engagements to explore the writing process.

They will also connect to subject and predicate in a sentence and will be introduced to articles and prepositions.

They will also connect to directions and inquire how to use cardinal directions in a map.

While inquiring about architectures they will connect to shapes and patterns.

Hindi

Students will be introduced to the letters from 'ch' varg through stories and poems.

They will revisit the letters learnt earlier.

Transdisciplinary Math

Students will explore the usage of money. They will inquire about different types of currency and its importance in our daily life while looking at factors to be considered while building a structure .

French

In the month of September, students will learn the use of action words like faire and venir.

They will learn the names of the countries with their nationalities.

Learning and Teaching- Month Ahead

Spanish

Students will learn articles and vocabulary related to body parts and family members.

Telugu

Students will be introduced to 'cha' letters. They will identify objects, frame words and sentences using the letter.

Music

Students will be introduced to steady beat.

They will revisit rhythm and continue to learn the song 'Hello to all the children of the world'.

PE

Students will explore on spot jumping, jumping from one spot to another and standing broad jump.

Art

Students will co-construct the assessment task and criteria to show their learning about colours.

Students will be introduced to shape and they will inquire about 2D and 3D shapes, organic and geometric shapes.

They will explore the similarities and differences between them and their uses in art.

Drama

Students will inquire about different types of emotions, and they will explore them during their performance.

Dance

Students will engage in different hand and leg movements such as sideways, front and back.

Happenings Month Ahead

SAIBSA: 3rd September

Teachers Day Celebration: 5th September

International Literacy day: 8th September

World Mindfulness Day: 12th September

Hindi Divas: 14th September

International Dot Day: 15th September

Student Led Conference: 17th September

International Day of Peace & World Gratitude Day: 21st September

Autumn Break: 24th September- 9th October (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/>

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