



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

Message from the Center Head's Desk

Dear Parents,

Greetings!

Students take pride in sharing their learning journey with their peers, teachers, and parents. The student portfolio is one such document which is the compilation of the evidence of learning, that they share with others to make their learning visible. It enables the student's voice and choice and gives them a sense of ownership of their learning. It gives students a space to reflect on their learning and provide a place for them to monitor and record their progress.

A portfolio over the time shows the progressive development with respect to knowledge, conceptual understanding, skills, and attributes of learner profile.



To build their portfolio, both students and teachers in each grade level, have begun sharing their chosen piece of work in different subject areas that best demonstrates their learning or their progression of learning. For making these choices, they reflected upon the reasons for the choices made, how they performed in the selected learning engagement, what they learned from these tasks and how they can improve further.

To showcase their learning as well as develop and exhibit their communication skills, our students of PP2, Grade 1 and 2 have been engaging in preparing assembly presentations on various themes, including core values, attributes of learner profile and learning in different subject areas.

Our students of Grade PP2 have been introduced to the Design Thinking process in connection with their current unit of inquiry. They are beginning to develop an understanding of the different stages of Design Thinking as they work in collaboration with their peers, sharing their perspectives and ideas during discussions, on problems identified from real life in context of the current unit.

We are appreciative of our parents who supported the ongoing inquiries through various means. We have had them as guest speakers, connecting with our students of PP1 over virtual sessions from USA, and through recorded videos, sharing about different types of homes. We also had many parents joining us as mystery readers narrating stories for our students of Nursery.

As parents you can further support student inquiry by:

- talking about the inquiry being explored in class and encouraging children to share their inquiries with extended families or friends
- motivate and support learning, encouraging interest and curiosity with learning at home
- supporting children as they research to gather information

We look forward to your continuous support to connect, engage, and collaborate.

Warm regards,
Sandhya Ramesh
Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness & Wellbeing

Students enjoyed participating in mindfulness exercises through practicing, bunny breathing, square breathing, mindful walking, sense countdown, heartfelt phrases, bubbles of gratitude. etc. They are beginning to learn the benefits of practicing mindfulness regularly.



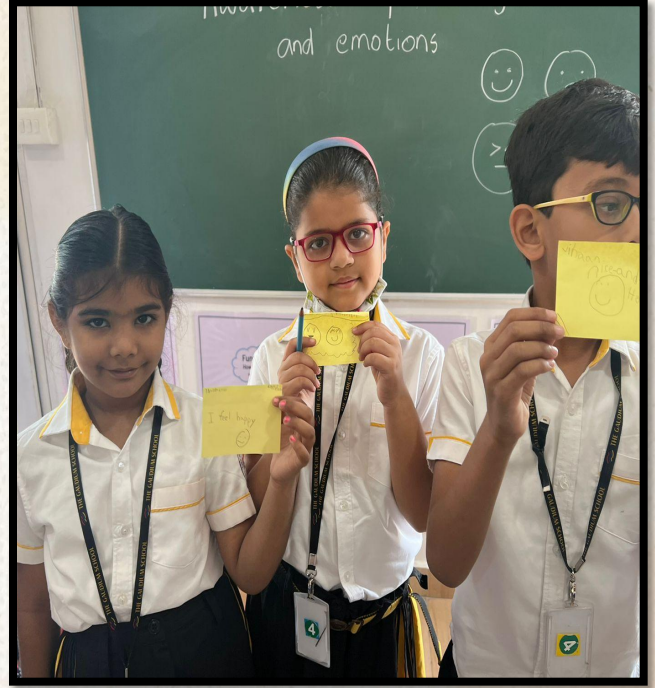
Students build a rapport with each other as well as with the School Counselor to understand boundaries and to build a better self-image. Various resources like stories, songs were used to emphasize the importance of drawing boundaries and on how to do the same. Students actively participated in the discussion and reflected on their understanding.

School Philosophy- 5 Developmental Pillars

Core values

The core value for the month was 'Respect'. Students continued to understand the meaning of the word respect through various learning engagements and tools.

They shared the importance of respect in their life with examples. Students listened to the read aloud stories about respect and shared their reflections.



Holistic Excellence

Learners continued to review their classroom essential agreements and shared their learning with their peers. They enjoyed read aloud sessions and were able to make transdisciplinary connections.

School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Janamashtmi celebrations
Students hosted a special assembly by singing melodious songs followed by the mesmerizing skit on 'Krishna leela' and they danced to the tunes of Krishna songs and raised the energy level of the event .It was indeed a captivating performance. The students of pre-primary adorned themselves as 'Krishna and Radha ' . The teachers were delighted to see their students



Independence day celebrations: The students performed drama which gave us a peak into the history and the struggles by our freedom fighters Bhagat Singh ,Sukhdev and Rajguru. They sang beautiful patriotic songs in different languages and performed on the dance numbers by using different props.

Ganesh idol: Students enhanced their creative skills by making eco friendly Ganesh idols using clay .

School Philosophy- 5 Developmental Pillars

Global Leadership

Learners organized and conducted assemblies as a part of global leadership. They were enthusiastic to share their learning with other classes.



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 provides 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 and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Who we are

Central Idea:

Well-being is a balance of interconnected factors.

Lines of Inquiry:

- Understanding “well-being”
- Factors that contribute to well-being (physical, mental, social and intellectual)
- Issues affecting well-Being

Key Concepts:

form, function, causation

IB Learner Profile:

Balanced, Reflective

Unit of Inquiry:

Learners explored the third line of inquiry “issues affecting well-being”, in which they discussed the issues which affect different aspects of well-being. They were able to share issues like eating junk food, inability to do physical exercises, using harsh words, hurting others etc., In the concluding task, students were able to choose any one aspect of well being and share the reasons for their choice and the ways to improve well-being. They demonstrated a strong conceptual understanding and made authentic connections with the central idea of the unit.

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 – form

- Ways visual language facilitates communication

- Specialized systems of communication

Key Concepts:

form, perspective,

Function

IB Learner Profile:

Inquirers, Communicators,

Knowledgeable, Caring

Unit of Inquiry:

Learners showed curiosity during the provocation tasks when they explored different stations and were able to connect to signs and symbols and were able to share importance and reason for having signs and symbols. They explored the meaning of the words sign and symbol through the dictionary and produced a definition as a class. They identified the differences and similarities between signs and symbols and shared the reasons. They went for a school tour and identified different signs and symbols.

Learning and Teaching- Month Review

Transdisciplinary Language: In connection with UOI, learners were able to use verb in the sentences. They continued with the spelling assessments ,They practiced the sight words and cvcc words to enhance their vocabulary and grammar. Students connected with verbs and nouns while sorting different words in groups. They were able to identify different signs and symbols used in English .They were able to identify different punctuation marks and symbols while framing sentences.

Transdisciplinary Math: Learners connected with routine and ordinal numbers .They shared their daily routine and were able to connect with time. They were able to identify the position of the objects .They were able to read and show time on the clock and practiced 'O' clock . Learners sorted numbers as odd or even ,greater than or less than. They also connected their understanding with signs used in math like addition and subtraction.

Drama: Learners chose different characters and identified their characteristics, emotions, background, body language and culture. They inquired the meaning of body language and listed down elements of body language after watching different performances.

PE: Learners were engaged in: - discussion on running. hand movement , leg movement and body position.
-inquiring about track and field.
-discussion on zigzag running and practicing the same.

Learning and Teaching- Month Review

Art: Learners observed various artworks, identified the artworks, shared the similarities and differences and described the artform and elements. They started their journey of exploring art by revisiting and identifying the elements of art, Using their observations they created artwork of their choice.

Music:

Learners were introduced to 'Tune'. They listened and responded to the music in tune and identified the pitches. They practiced singing with the teacher and self-reflected on it.

Dance: Learners practiced full body movements and gestures (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork.

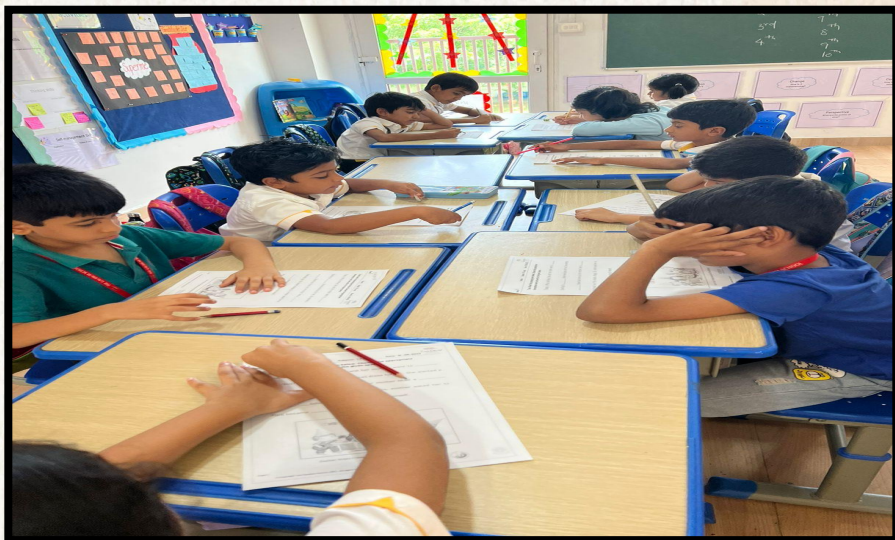
Hindi : Learners were introduced to the Second letter of 'vyanjan'. Learners enthusiastically identified, pronounced, and wrote the letter ख using objects and pictures. They also learned to identify, pronounce and write numbers 1 to 10 in Hindi. Students were introduced to ग, घ and ङ letter. They also learnt the formation of words by using these letters. They recited a poem (papa ka paisa gol, mummy ki roti gol) related to 'ग' akshar.

Telugu: Learners were introduced to ga, gha, inga letters w taught to the children through objects, flash cards and story telling. Children were engaged in identifying and writing all the letters of ka varg i.e. ka, kha,ga, gha, inga.

French: Students did a role play on greetings .They enjoyed a question-and-answer session with their classmates in French. Students have also learnt to present self in French.

Spanish: Students did a role play on greetings .They enjoyed a question-and-answer session with their classmates in Spanish. Students have also learnt to present self in Spanish.

Learning and Teaching- Month Review



Learning and Teaching- Month Review



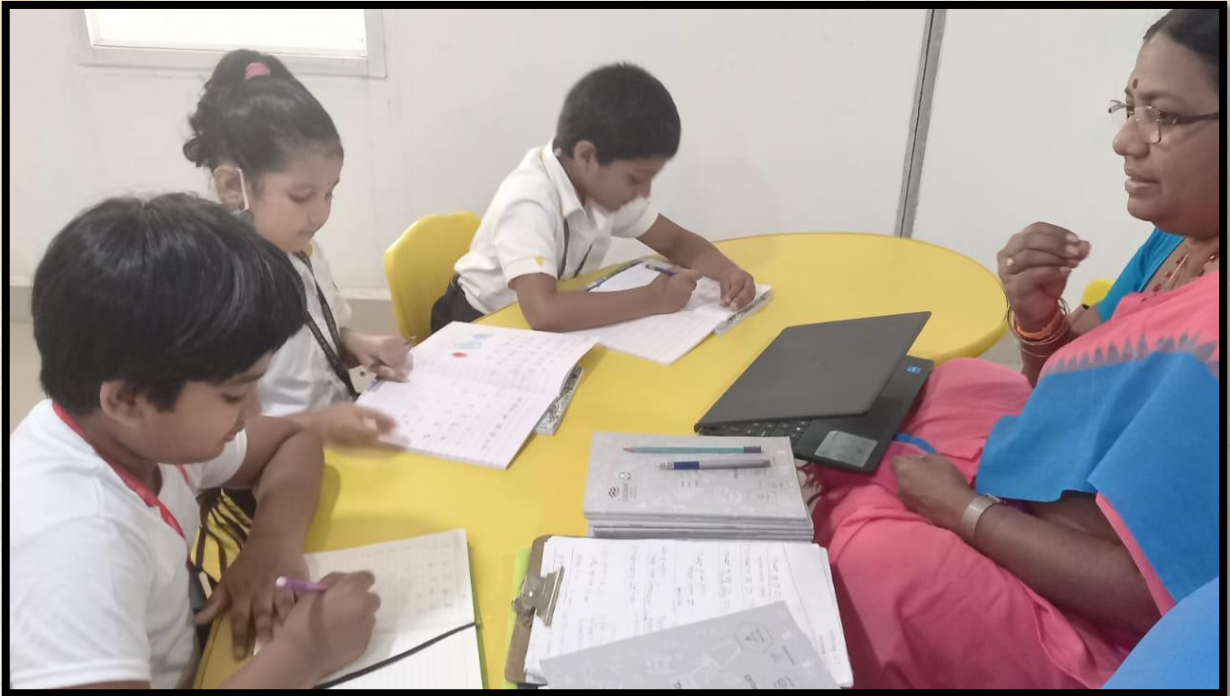
Learning and Teaching- Month Review



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Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

Signs and symbols are part of human-made systems that facilitate local a global communication.

Lines of Inquiry:

- Signs and symbols – form
- Ways visual language facilitates communication
- Specialized systems of communication

Key Concepts:

form, perspective, Function

IB Learner Profile:

Inquirers, Communicators,
Knowledgeable, Caring

Unit of Inquiry:

Learners will continue inquiry about identifying the different ways which facilitate visual communication .
They will further discuss about the different specialized systems of communications like sign language and braille.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Learners will be identifying the use of different signs and symbols in punctuation like period, comma and exclamatory mark. They will also learn the capitalization rules to enhance their usage of letters while framing the sentences.

Transdisciplinary Math: Learners will focus on the directions while they will be able to connect to different signs and symbols used in calculation.

Dance: Students will learn different body movements and gestures like (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork, locomotor and non locomotor steps.

Drama: Learners will watch a short video related to 9 emotions and will identify the 9 types of emotions. They will make connection to these emotions in real life. They will learn to enact 9 emotions related to the given situation.

PE: Learners will be engaged in understanding the different variations of running. They will be inquiring and practicing the shuttle running. They will explore running drills ABC, High knees and front kick.

Art: Learners will be further exploring the elements of art colour and classify it into various categories using the colour wheel. They will further inquire the classifications of colours like warm and cool colours. They will also learn different art and craft works.

Learning and Teaching- Month Ahead

Music:

Learners will be introduced to Basics of the Notation System (Treble Clef – right hand (High notes) and Bass clef – left hand (Low notes)).

Students will revisit the understanding of wind, string and percussion instruments.

Students will practice (Hello to all the children of the World, Una Paloma Blanca, School song) songs along with the teacher with the help of Electronic Keyboard.

Spanish

Learners will be introduced to numbers 0-10 in Spanish. They will be reading and writing accents (á, é). They will be practicing some words related to self in Spanish. They will learn a short poem/rhyme related to numbers.

Hindi:

Learners will be further introduced to the letter च and reinforcement of क वर्ग letters. They will also learn word formation using these letters.

Telugu:

Learners will be introduced to the letters cha, chah, ja through story telling and by identifying objects. Learners will also be engaged in reading and writing.

French :

Learners will be introduced to numbers 0-10 in French. They will be reading and writing accents (é, à). They will be practicing some words related to self in French. They will learn a short poem/rhyme related to numbers.

Happenings Month Ahead

SAIBSA: 3rd September 2022

Teachers Day : 5th September 2022

International Literacy Day : 8th September 2022

MYP SAIBSA: 10th September 2022

World Mindfulness Day: 12th September 2022

Hindi Divas : 14th September 2022

Student Led Conference : 17th September 2022

International Day of Peace & World Gratitude Day: 21st September 2022

Autumn Break: 24th September to 9th October 2022(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.

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