



# PRISM

Grade 2



# 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 & Well-Being

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.

As part of group awareness sessions, the school counselor conducted sessions on personal space.



## Core values

Core value for the month, 'Respect', was inculcated through various engagements. Students discussed the meaning of, 'respect'. They connected to related stories and shared real- life instances where they have displayed respect.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

Learners were engaged in inquiry of transdisciplinary connections with attributes of learner profile during the learning and teaching time.



As a part of life skills, students were engaged in cooking without fire. Sandwich making was used as an experiential learning engagement to help students apply classroom topics to the world of education. When children learn by doing, they retain significantly more knowledge.





# School Philosophy- 5 Developmental Pillars

## Global leadership

Learners demonstrated ownership for their learning by sharing their learning with others during assemblies. They were also involved in making choices of their learning and co-constructing essential agreements. The students were engaged in goal setting.



## Stakeholder engagement

Different events were organized to promote stakeholder engagement such as Independence day ,Janmashtami , National sports day and Telugu Divas where children actively participated.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement -

Various events were conducted to promote stakeholder engagement such as Independence day , Krishna Janmashtami. Our students participated enthusiastically in various programs like skits, dances, and songs on Independence Day, and Janmashtami celebrations, and our students also enjoyed making Ganesh idols with clay modeling.





# 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 and Teaching- Month Review

## Unit of Inquiry:

### Transdisciplinary Theme:

Where we are in place and time.

### Central Idea:

The earth's physical geography impacts human interactions and settlement.

### Lines of Inquiry:

- Variability of physical geography around the world.
- The relationship between location and settlement.
- Impact of human interaction on the physical environment.
  - Our responsibility towards the environment.

**Key Concepts:** Causation, Change, Connection and Responsibility

**Related Concepts:** Geography, Settlement and Modification  
Learner Profile: Caring, Knowledgeable

## Unit of Inquiry:

Learners started their inquiry under the transdisciplinary theme 'Where we are in place and time'. They inquired about different physical features of Earth like hill, mountain, valley, plains among others and subsequently categorized them. They further investigated to know about the variability of physical geography around the world.

They were introduced to location and settlement. To explore the relationship between a location and a settlement, the students through a group learning engagement, collected information about lifestyle, food habits, types of houses and so on about a location they chose on the map. They did research about different environments and ways people interact with environment. This led them to realize their responsibility towards the environment.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Learners made transdisciplinary connections to adjectives through show and tell. They also identified compound words through various learning engagements. Students identified the adjectives through different learning engagements and made use of adjectives in sentences.

## **Transdisciplinary Math:**

Students made transdisciplinary connections to 2D and 3D shapes and its properties and map pointing. They applied their understanding through various learning engagements. In connection to the unit of inquiry they were introduced to 'directions' and they applied their understanding through various learning engagements.

## **Telugu**

Learners were introduced to: gudi, gudi deergam, kommu, kommu deergam guninthapu gurtulu through stories and pictures. They were engaged in revision of ka to ra othulu. Discussion of core value of the month 'Respect' was done through a poem.

## **Hindi**

Learners were also introduced to the small 'e' matra (इ), big 'e' matra (ई) and also introduced to word formation using these matras. They also wrote the meaning of the words.



# Learning and Teaching- Month Review

## French

Students did a role play on greetings. They enjoyed the learning engagements and also learnt to questions their classmates in French. They enhanced their pronunciation and language skills through the poems. They were engaged in oral practice on presenting about themselves to the class.

## Music

Students were introduced to rhythm. Students revisited to Pitch and practiced singing in both low and high pitch. Students were introduced to 5 rhythm patterns and practiced rhythm along with clapping with the teacher with the music.

## Spanish

Students did a role play on greetings. They enjoyed the learning engagement of asking questions and getting answers from their classmates in Spanish. They enhanced their pronunciation and language skills through the poems. They were engaged in oral practice on presenting about themselves to the class.

## Art

Learners observed various artworks, identified the artworks, shared the similarities and differences, and described the artform, its elements using the Vocabulary related to arts. They revisited the elements of art line, shape and colour and created artwork of their choice using these elements.



# Learning and Teaching- Month Review

## Dance

Learners were engaged in dance steps involving full body movements and gestures like shake, shimmy, jumps, turns, hand-leg coordination, footwork , locomotors and non-locomotors.

## PE

Learners were engaged in:

- Jogging and running.
- inquiring about the differences between jogging and running.
- practicing slow and fast running with proper hand and leg movement.
- exploring variations of running like running in the straight path, zig zag run which helps them to improve their hand and leg movements, agility and speed
- exploring about the track and field.
- Discussion about the events conducted in Athletics.

## Drama

Learners watched a video of conversation of two characters and shared their reflection . They identified the characters, their behaviour, their voices and expressions. They were given a choice to select any one character enact like them. They co-constructed the criteria for assessing the body posture , voice modulation and expressions.



# Learning and Teaching- Month Review



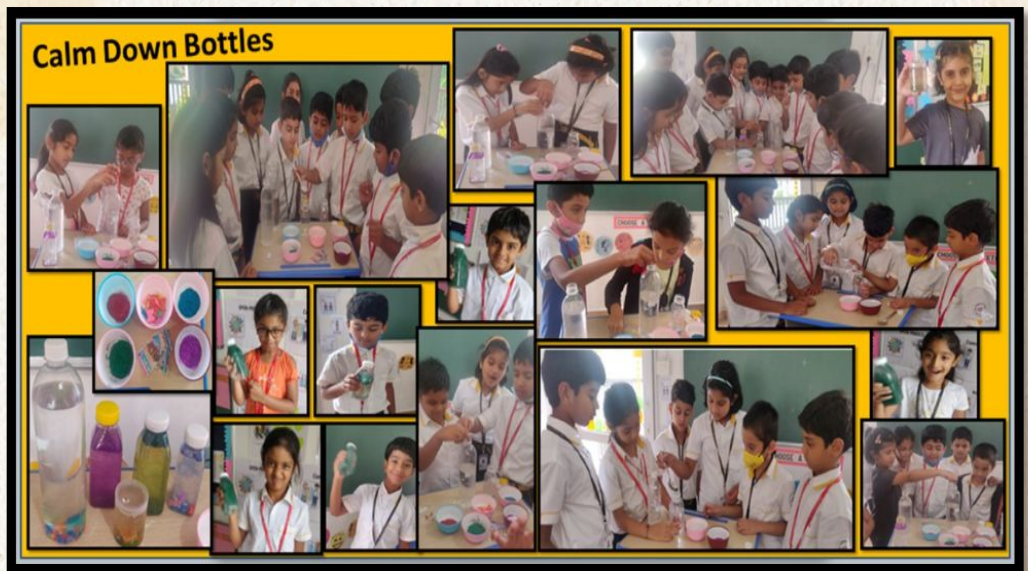


# Learning and Teaching- Month Review





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# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Ahead

## Transdisciplinary Theme:

How the world works

### Central Idea:

Materials undergo changes that may pose challenges and provide benefits for society & the environment.

### Lines of inquiry

- Materials and their uses(Function)
- Changes materials go through (Change)
- Challenges associated with manufacturing, processing and its byproducts (responsibility)

### Key concepts:

function, change, responsibility

### Related concepts:

measurement,transformation, industrialization

### Learner Profile:

Risk-takers,  
Thinkers, Principled

## Unit of inquiry

Students will inquire under the theme 'How the world works. They will understand and explore about materials and its process of change.

They will explore about the process of making different materials and its types .

They will also explore reversible and irreversible changes of materials.



# Learning and Teaching- Month Ahead

## Transdisciplinary Math

Students will explore the concept of pattern. They will inquire about division and fraction. They will also explore about measurement.

## Transdisciplinary Language

Students will be introduced to picture composition. They will also enhance their writing and reading skills through descriptive writing and reading comprehension.

## Telugu

Learners will be introduced to guninthala gurtulu of letters ru, roo, a, ae, ai. They will be engaged in identifying and writing the guninthala gurtulu for the letters using manipulatives. Students will learn to write simple words using the gurthulu.

## Hindi

Learners will be further introduced to the small Oo matra (ॐ) and Big Oo matra. They will also learn words formation by using these letters and matras. They will focus on sentence formation by using these matra.



# Learning and Teaching- Month Ahead

## French

Students will be introduced to numbers 11-20 in French and will practice the same using different strategies. They will be writing and learning French accents (é, à ù) in French. Oral practice of 'Present self' will be done.

## Music

Students will practice vocal exercises with rhythm (3 beats rhythm). Students will be introduced to a new song in another language (Hello Bonjour, Ho Raat Ka Taara). Students will revisit to wood wind, string, bass and percussion instruments.

## Spanish

Students will be introduced to numbers 11-20 in Spanish and will practice the same using different strategies. They will be writing and learning accents (á, é, ú) in Spanish. Oral practice of 'Present self' will be done.

## Art

Students will be exploring the elements of colours and classify it into various categories using the colour wheel. They will further inquire about the classification of colours like warm and cool colours. They will explore the 2D and 3D shapes, create artworks using them.

Learners will also be engaged in creating different art and craft works.



# Learning and Teaching- Month Ahead

## Dance

Students will learn and practice full body movements and gestures. They will focus on shake, jumps, shimmy, point, turns, hand-leg coordination, footwork , locomotors and non-locomotors movements in Western style.

## PE

Students will explore about the following running skills:-  
 -Variations of running like running in different directions which helps them to maintain their balance and focus on hand and leg movement in any direction.  
 -Shuttle run (helps them to improve their speed, endurance and boosts their fitness levels and focus on their movements).  
 Students will be introduced to ABC running drills like which helps them to develop efficient leg movement. It will strengthen specific muscle groups needed for running

## Drama

Students will watch a children theatre show, they will tell what is happening? What do we call it when a person stands on stage and speaks? Students will share their understanding of the drama & acting. Theatre acting exercise 'COPY ME' students to copy the teacher's action , voice, body language etc. Acting exercise- using their body , face to become a non-living thing/ object/ fruit/gadget with a situation (Hot, summer, winter).



# Happenings Month Ahead

**SAIBSA: 3<sup>rd</sup> September 2022**

**Teachers Day : 5<sup>th</sup> September 2022**

**International Literacy Day : 8<sup>th</sup> September 2022**

**MYP SAIBSA: 10<sup>th</sup> September 2022**

**World Mindfulness Day: 12<sup>th</sup> September 2022**

**Hindi Divas : 14<sup>th</sup> September 2022**

**Student Led Conference : 17<sup>th</sup> September 2022**

**International Day of Peace & World Gratitude Day: 21<sup>st</sup> September 2022**

**Autumn Break: 24<sup>th</sup> September to 9<sup>th</sup> 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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