



# PRISM

Grade 1



# Message from the Principal's Desk

Dear parents,

Greetings!

Yesterday I sat down to read e-stories and came across a relevant and important story for each one of us to understand and learn from!

Once upon a time, a wise old man decided to go on a journey. So he packed a small bag, said goodbye to his wife, and set off. He travelled all day without meeting anyone. When it was evening, he came to a small village. "I think I'll stop here for the night," he said to himself.

Near the centre of the village, he met a group of people. So he introduced himself. "I'm a simple traveller," he said, "looking for a safe place to sleep and a hot meal." "We'd be glad to offer you a place to sleep," the villagers told him, "but we have very little food. Our crops were poor this year, and there's not much to eat in the whole village. Most of us are just barely getting by." "I'm sorry to hear that," the old man said. "But you needn't worry about feeding me. I already have everything I need. In fact, I was thinking of making some stone soup to share with all of you."

"Stone soup?" the villagers asked. "What's that? We've never heard of stone soup." "Oh, it's wonderful," said the old man. "Best soup I've ever tasted. If you bring me a soup pot and some water, I'll make some for all of us."

And so the villagers rushed back to their homes. When they returned, one was carrying a large soup pot, another had wood for a fire, and others brought water.

When the fire was going and the water had begun to boil, the old man took out a small silk pouch. With great ceremony, he reached in and pulled out a smooth, round stone. He carefully dropped the stone into the boiling water. The villagers watched eagerly. The old man began to slowly stir the pot, sniffing the aroma and licking his lips in anticipation. "I do like a tasty stone soup," he said. "Of course, stone soup with cabbage—now that's really special."

And as the soup simmered slowly over the fire, the wonderful aroma began to waft over the villagers. They began to relax and talk together, sharing songs and stories and jokes.



When the soup was finally done, the old man poured it out into bowls, and they all shared a delicious meal together. There was more than enough for everyone to eat their fill. Afterward, they all declared that it was the best soup they had ever tasted. The mayor of the village pulled the old man aside, and quietly offered him a great deal of money for the magic stone, but the old man refused to sell it.

The next morning, he woke early and packed up his belongings. As he was leaving the village, he passed by a group of children playing at the side of the road. He handed the youngest one the silk pouch containing the stone, and he whispered, "It was not the stone that performed the magic. It was all of us together."

Acknowledgment-

<https://foodgrainsbank.ca/resources/story-stone-soup/>



"I might be able to find a bit of cabbage," one villager said. And off she went to her house, returning with a small cabbage she had stored away in her pantry. "Wonderful!" said the old man, as he added the cabbage to the pot. "This reminds me of the time I had stone soup with cabbage and a bit of salted meat. It was unbelievably good."

After a moment of silence, the village butcher spoke up. "I know where there's a bit of salted meat," he said. And off he went to his shop to get it. When he returned, the old man added the meat to the soup pot and continued to stir.

"Can you imagine what this soup would taste like if we had a bit of onion...and perhaps a few potatoes...and a carrot or two...and some mushrooms. Oh, this would be a meal fit for royalty." And before he knew it, the soup pot was filled to the brim with vegetables of all kinds— carrots and potatoes, mushrooms and onions, turnips and green beans, beets and celery—all brought by the men and women and children of the village. Not only that, but the village baker came out with some fresh bread and butter.

It is important to involve and engage everyone in a team. When people successfully collaborate, the results are often far superior than that of an individual working alone. Teams work together to achieve their goals and targets.

At The Gaudium, all stakeholders must work together as a team to ensure learning happens. Students are supported in their journey of learning by their teachers, parents and peers so that they build skills to be knowledgeable and understand the concepts well to be global leaders.

We wish you happy Dusshera and look forward to consistently strengthening our collaboration to help our students be life long learners.

Anjalika Sharma  
PYP Principal



# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being

Students enjoyed participating in different mindfulness exercises. They practiced mindfulness activities like bunny breathing, square breathing, balloon breathing, and rock-a-bye breathing.

They developed self-awareness through scenario based reflections and understanding how to manage their emotions.



They expressed their emotions and feelings through various engagements. They enjoyed sharing heartfelt phrases and colouring the bubbles of gratitude.

Students engaged in self-awareness during the group awareness sessions.



# School Philosophy- 5 Developmental Pillars

## Core values

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

Students explored different ways to show empathy. They actively participated in discussions and reflected on their understanding. They shared the importance of empathy in their lives and how it helps to establish good relationships with others.



## Holistic Excellence

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

Students engaged in various activities to celebrate **International DOT day** and **World Gratitude Day**. They read a book of their choice during DEAR time.

Students had sessions on dental hygiene as part of their life skills lesson.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

We had the **Student Led Conference (SLC)** where the students accept responsibility for their work, reflect, discuss and report the same to their parents. They shared their learning and the progress they are making in their learning both academic as well as co-curricular followed by their feedback.



A special assembly was organized by the students on occasion of **Teachers Day**.

Students made eco-friendly Ganesh idols. The fund raised through the sale of idols was contributed to the needy.





# School Philosophy- 5 Developmental Pillars

## Global Leadership

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

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



Students continued to develop and demonstrate approaches to learning (skills) and attributes of learner profile by participating actively in the assemblies. 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

**SAIBSA Job alike sessions** SAIBSA PYP Job alike session was held at the “The Gaudium School”. South Asian IB schools’ association- SAIBSA aims to facilitate communication with authorized and evaluated schools implementing IB in the South Asia region and is devoted to promoting a greater understanding of the IB at all levels. The Gaudium was the proud host for the first face-to-face SAIBSA job alike sessions, post-pandemic, for PYP & MYP and DP on 3rd September and 10th September 2022 respectively. IB practitioners from across the country attended the two SAIBSA events and participated in a range of job-like sessions. They collaborated and shared perspectives and best practices to ensure that learning is for life.

Ms. Kirthi Reddy, Founder and Director-The Gaudium, Mr. Ramakrishna Reddy, CEO, Ms. Anjalika Sharma, IB PYP Principal, and Ms. Shalini Singh Hamilton, Middle & High School Principal welcomed the delegates. Mr. Kasiar Dopaishi, President SAIBSA was present for both the events and facilitated sessions as well. Ms. Monica Sarang was the keynote speaker for PYP & MYP SAIBSA while Ms. Hafsa Noori Pasha was the keynote speaker for DP SAIBSA. We had ten sessions conducted by various facilitators across the schools. We enrolled ourselves and attended the sessions based on our choices.

**Evidencing Learning:** Evidencing learning session helped understand ways assessment involves teachers and students collaboratively to monitor, document, measure, report, and adjust learning. They shared how students are actively engaged in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.

**Implementing Agency:** Implementing Agency session focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.

**PYP Exhibition:** The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, facilitators from different schools discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners and responsible for their learning to take action.

**Concept-Based Learning:** Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based. Concepts help to build understandings across, between, and beyond subjects. We had various learning engagements to understand the same.

**Role of PE in PYP:** Physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop a combination of transferrable skills promoting physical, intellectual, emotional, and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. We shared how the role of PE helps in developing or supporting a unit within the programme of inquiry, preparing for or following on from a unit within the programme of inquiry, and personal inquiries with examples across various schools.



# Professional Development

**Role of Arts in PYP:** Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. We discussed ways students articulate their thoughts in new ways and through a variety of media and technologies that helps students to promote creativity, critical thinking, problem-solving skills and social interactions through dance, drama, music and visual arts.

**Second Language:** Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. We discussed how to support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and the social life of the school, as well as to develop as individuals. Apart from these we also had a grade-level collaboration across the school to know the best practices and the strategies that help in students learning.

**Action in PYP:** Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities. We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

**Inquiry:** Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed and had learning engagements to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching and seeking information, and solving problems in a variety of ways. Inquiry helps to facilitate the development of IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.



# Professional Development

**PYP Authorization & Evaluation:** Programme evaluation engages the school in a reflective process leading to deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development.

Programme evaluation

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective process that involves the entire school community
- assesses whether a school continues to meet the requirements in the *IB Programme standards and practices* publication and will remain an authorized IB World School
- supports school efforts to continually improve the delivery of the programme(s) through an intentional process aimed at building school capacity for organizational learning.

During programme evaluation, the school:

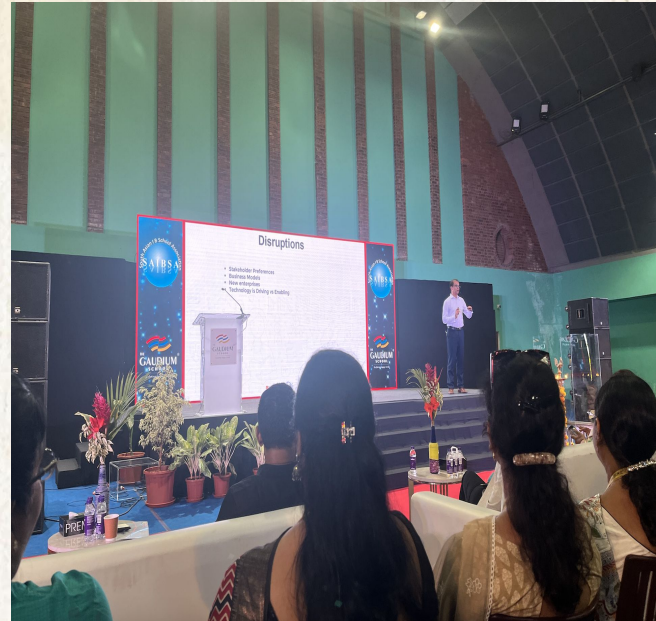
- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
- assesses their implementation of the IB programme standards and practices
- analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute to positive school outcomes, building on these to address challenges and to further develop the programme(s).

## Global Job-Alike Sessions

Our teacher teams also attended virtual **Global Job-Alike Sessions** organized by the “BINUS SCHOOL” – Jakarta where we collaborated and shared best practices related to concept-driven, ATL in Arts, promoting multilingualism, digital literacy and developing social emotional learning. It was an enriching experience for all.



# Professional Development





# 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 continued their inquiry about signs and symbols under the Transdisciplinary theme 'How we organize ourselves'.

The meaning of communication was co-constructed with the students. While inquiring, students found the different types of communication i.e. – verbal, non-verbal, written and visual communication.

Students engaged in finding out the differences between responding and reacting.

They identified different ways which facilitate visual communication. They inquired about system and parts of communication in a system and identified the different parts in a communication which are sender, receiver and medium.



# Learning and Teaching- This Month

## **Transdisciplinary Language:**

Students explored sentence structures and framed simple sentences. They were introduced to paragraphs.

They connected their learning to verbs and singular and plural nouns.

Students continued with their weekly spelling assessments.

Students continued reading the Oxford Reading Tree books. They were introduced to the group 1, 2 and 3 sounds in jolly phonics.

## **Transdisciplinary Math:**

Students continued to explore the usage of signs and symbols in Mathematics. They engaged in comparison of numbers.

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

Students explored the basic addition and subtraction facts like adding 0 and 1 to a number and subtracting 0 and 1 from a number.

Students identified cardinal directions in a compass. They read different maps using a compass and identified the directions in it.



# Learning and Teaching- This Month

## **French:**

Students learned the family members with “mon, ma” to introduce the family members in French. They also practiced the days, months, and informal phrases with questions.

## **Spanish:**

Students learned the family members with “mi , tu” to introduce the family members in Spanish. They practiced days of the week, months, and informal phrases with questions.

## **Telugu:**

Students were introduced to 'Cha Varga'. They recognized, read and wrote these letters.

## **Hindi:**

Students were introduced to the letter 'Ch', cha, and the letter 'J'. They comprehended the story and shared their views.

Students recited the poem 'Baarish Aayi Cham-Chham' from 'Ch' letter.

## **Drama:**

Students explored different types of emotions and expressions in drama.

## **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.



# Learning and Teaching- This Month

## **PE:**

Students explored variations of running like straight, zig-zag and shuttle run.

They inquired about jumping skills and engaged in spot jumping with proper movements.

## **Dance:**

Students learnt new footwork movements - sideways, front and back along with hand movement using 4 counts.

## **Art:**

Students had assessment on warm and cool colours.

They created artwork by using warm and cool colours on their chosen topics like me at play, me with friends, my favourite place and me at home.

Students further explored shapes as an element of art. They identified different shapes and sorted them into organic and inorganic shapes, 2D and 3D shapes.

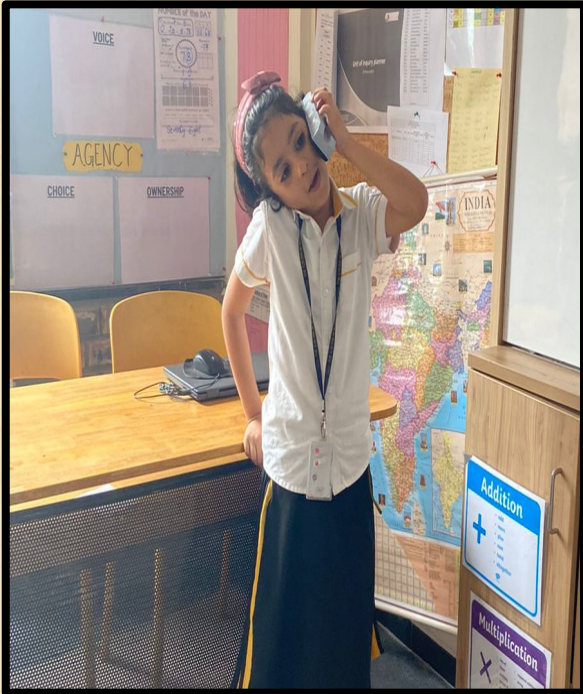


# Learning and Teaching- This Month



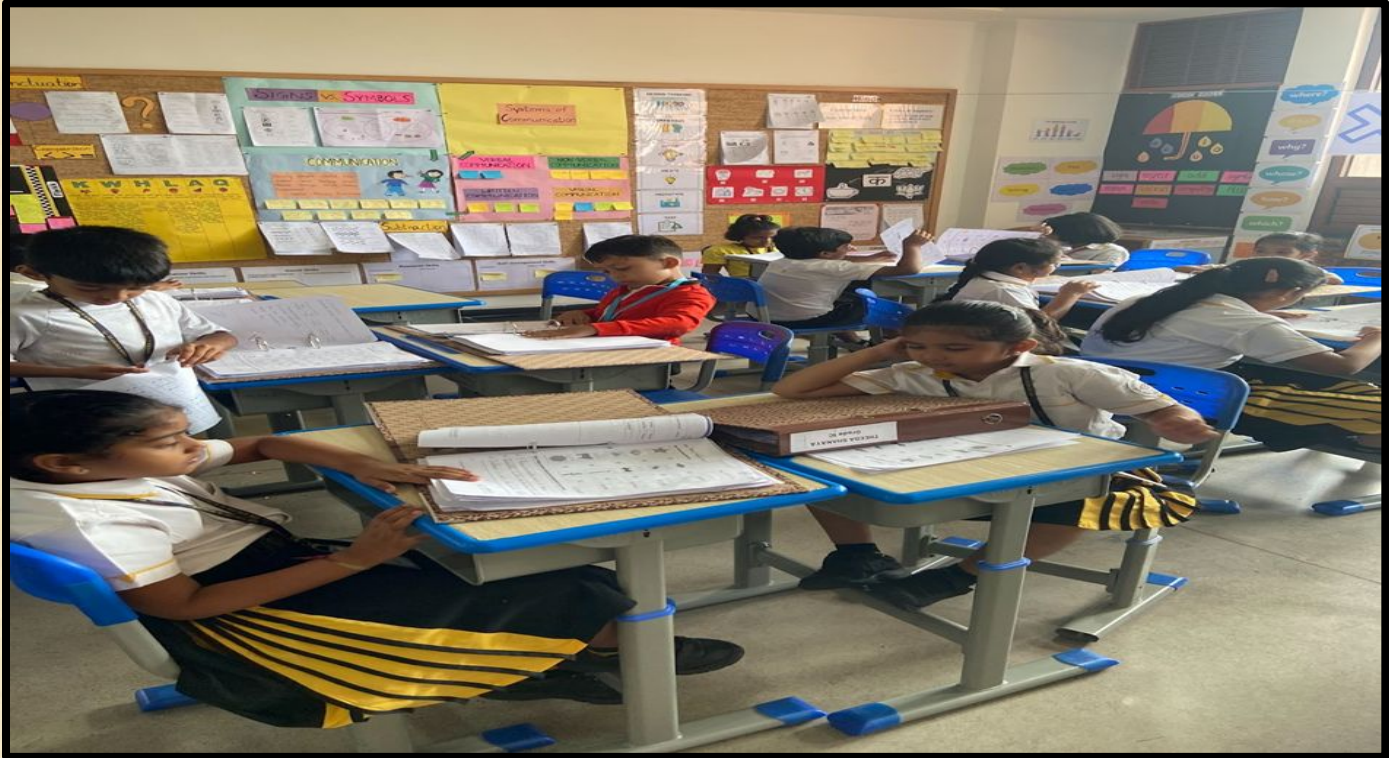


# Learning and Teaching- This Month





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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, Caring, Open minded

## Unit of Inquiry:

Students will start their inquiry on buildings and structures. They will co-construct the meaning of design, buildings and structures.

They will next inquire about various factors that have to be considered while constructing a building or a structure.

Students will explore architecture and further look into various indigenous architectures around the world.

They will be involve in problem solving through design thinking. The five stages of design thinking are empathize, define, ideate, prototype and test.



# Learning and Teaching- Month Ahead

## Transdisciplinary Language:

Students will explore sentence structures and continue framing sentences using punctuation marks. They will participate in different learning engagements to explore the writing process.

They will connect to adjectives while describing buildings and will be introduced to articles and prepositions.

## Transdisciplinary Math:

Students will explore shapes and measurement. They will connect shapes to building and discuss the importance of shapes in architecture.

## Hindi:

Students will read and frame words by mixing letters of class ka varg and ch varg.

## French:

Students will continue learning about family members, numbers, formal phrases with questions and will learn the classroom objects with indefinite articles "un, une, des" in French. They will use their interaction and language skills in their daily communication in French.



# Learning and Teaching- Month Ahead

## **Spanish :**

Students will continue learning about family members, numbers, formal phrases with questions and will learn the classroom objects with indefinite articles "el, la, los" in Spanish. They will use their interaction and language skills in their daily communication in Spanish.

## **Telugu:**

Students will learn to read and write words using some vowels, ka, cha categories.

## **Music:**

Students will be introduced to a steady beat and will learn to relate to it in real life. They will learn a new song 'Do a deer'.

## **Art:**

The students will further be inquiring into the next element of art – space.

## **PE:**

Students will explore different types of jumping and will be introduced to standing broad jump. They will find out more about different types of throwing.

## **Drama**

Students will inquire into different types of emotions, and engage in performances with different emotions.

## **Dance**

Students will explore different types of dance movements – popping and locking.



# Happenings Month Ahead

**Autumn Break: 24<sup>th</sup> September- 9<sup>th</sup> October (Holidays)**

**School Reopens – 10th October**

**Special Assembly – Diwali: 21st October**

**Diwali Holiday: 22nd – 25th October**

**Farmers Market: 29<sup>th</sup> October**

**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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