



# 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



# Message from the Center Head's Desk

Dear Parents,

Greetings!

Learners are natural inquirers from birth, their capacity to learn and interpret the world around them is honed and developed using various strategies in school as we believe that proficiency in the skills of students can be supported through the deliberate use of techniques, strategies, feedback and challenges.

The learning spaces are designed to foster the learning development of the student and the classroom arrangements and displays reflect the learning engagements in the classroom. We notice students' emerging thinking processes, interests and theories and respond in ways that extend their learning.



After a collaborative learning approach, the students reflect on their learning.

We had our first 'Student Led Conference' led by our independent and confident learners on 17 September 2022.

The learners are well informed of the learning process and take pride in exhibiting the growth in their learning with parents.



Parents were amazed not only with learners' clarity and confidence of learning but also with the real-life connections they make to understand the world around them through inquiry.

The significance of relationships in the early years is a fundamental part of establishing important skills and dispositions that center on trust, agency and belonging. Reinforcement of the importance of relationships, connecting and collaborating with the people around, is an opportunity for yet another learning which leads to the emotional and intellectual growth of a child. We hope that our students will be getting an opportunity to explore the same during their vacation.

Wish you all a very Happy Dussehra!

Warm regards,  
Sandhya Ramesh  
Center Head



# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being:

Students enjoyed participating in mindfulness exercises through practicing I am thankful for..., square breathing, superman pose, finding colour, awareness of feelings and emotions, managing emotions, guess the taste and sound, rock-a-bye breathing, balloon breathing etc. They are beginning to learn the benefits of practicing mindfulness regularly.



Learners had a session about self awareness where they discussed likes-dislikes, identified kind-unkind behaviors. They shared about themselves and understood who they are as a person and their choices. They also discussed about good behaviour and reflected on their understanding with the school counsellor.



# School Philosophy- 5 Developmental Pillars



## Core values

The core value for the month was 'Empathy'. Students continued to understand the meaning of the word empathy through various learning engagements and tools. They shared the importance of empathy in their life with examples. Students listened to the read-aloud stories, watched videos about empathy and shared their reflections.



## Global Leadership

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



# School Philosophy- 5 Developmental Pillars

## Holistic Excellence:

Learners reviewed their classroom essential agreements and shared their learning with their peers. As a part of 'World Literacy Day', students were engaged in D.E.A.R time, where the learners picked their choice of storybook from the class library and were engrossed in reading together. They shared their reflection on the story that they have read.



As a part of inculcating life skills, learners had a session on first-aid taken up by our school nurse. Students were taught about the immediate first aid that should be given if a person is injured, whether minor or serious. They were instructed what things to carry in their first aid box, its purpose, and its usage.



# School Philosophy- 5 Developmental Pillars

Guest talk by Ms. Udaya Shridhar, who is a classical dancer. She spoke about the different navrasas. She shared that a dance performance comprises of hands, legs, eyes, and facial expressions. She engaged the students by showing them different mudras which can be done with one hand. Students reflected by connecting to the signs and symbols which helps in local and global communication.



## Stakeholder Engagement

Different events were organized to promote stakeholder engagement such as World mindfulness day, Teacher's day, International day of peace and Gratitude day, International dot day, Hindi Diwas, and Student Led Conference where children and all the stakeholders were active participants in the events.





# 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.



# Professional Development

## **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.

## **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).



# Professional Development

## 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 transferable 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.

## 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.

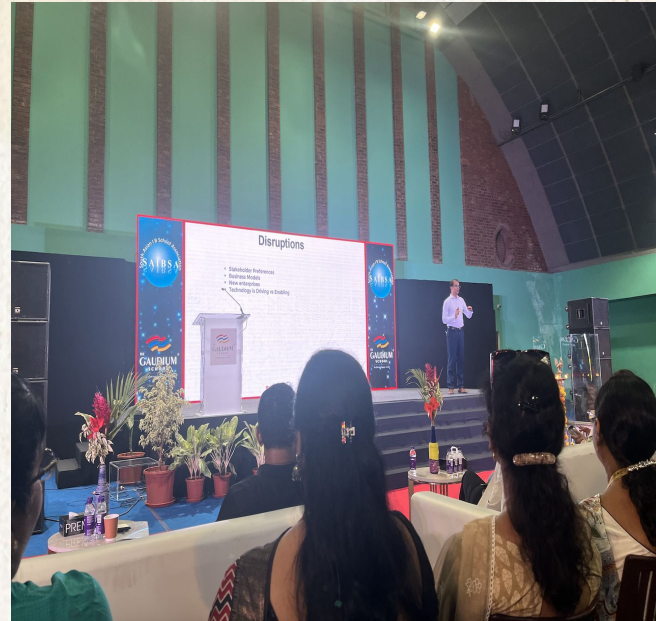
Apart from these we also had a grade-level collaboration across the school to know the best practices and the strategies that help in students learning.

## 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- 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
- 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 to inquire about signs and symbols under the transdisciplinary theme 'How we organize ourselves. Students using different strategies explored the various signs and symbols around them. They further discussed about the similarities and differences between a sign and a symbol. Students brainstormed using think pair and share strategy about the examples of signs and symbols in groups. They sorted various signs and symbols in the community and how people use signs and symbols for communication. Further students inquired about different types of communication people use locally and globally. They discussed specialized systems of communication and how people use it effectively to share information.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students made transdisciplinary connections in language and further inquired about various signs and symbols used in language such as punctuation marks. They inquired about the period, question mark, comma and exclamation. Students deepened their understanding about the usage of punctuation marks using sentences and paragraphs. Later students explored about the importance of punctuation marks while writing a sentence or a paragraph. They further explored about the structure of a sentence and discussed its importance. Students continued to explore the meaning of the words that arise during the classroom discussions using their research skills. They practiced the spelling list to enhance their vocabulary. Students revisited jolly phonics and practiced blending sounds to form words. They continued to read Oxford reading tree books.

**Transdisciplinary Math:** Students made transdisciplinary connections in Math and inquired about the various signs and symbols in Math. They discussed the terms addition and subtraction and the importance of these two operations and reflected on how these operations are useful in real life. Later students practiced additions and subtractions using single and double digits without regrouping. Students practiced word problems and discussed the steps to be written while solving an arithmetic problem. They practiced mental math to enhance their number sense.



# Learning and Teaching- Month Review

**Drama:** Students watched a short video of drama related to nine emotions. They identified the emotion and enacted it according to the scenario. They inquired about their facial movements -how does it express their emotions and expressions.

**Art:** The students created artwork using warm and cool colours. The topics were of their choice like 'me at play, me with my friends, my favourite place and me at home'. The students were introduced to the next element of art- shape.

**PE:** - Students had a discussion on the shuttle running. They practiced shuttle running. They explored and discussed on running drills ABC, High knees, and front kick. They practiced the same.



# Learning and Teaching- Month Review

**Music:** Students were introduced to the basics of the 'Notation System' (Treble Clef – right hand (High notes) and Bass clef – left hand (Low notes)).

Students revisited to the wind, string and percussion instruments.

Students practiced (Hello to all the children of the World, School song) songs along with the teacher with the help of Electronic Keyboard.

**Dance:** Students learned complete body movements and gestures (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork.

**Hindi:** the third letter of 'vyanjan' letters ग, घ और ङ was introduced to the students. They practiced it verbally as well as in a written manner; they also learned words that start with the letters ग, घ और ङ. Learners continuously and enthusiastically practiced writing and pronouncing letters and words. Students listened to a poem (**papa ka paisa gol, mummy ki roti gol**) on the 'ग' akshar.

**Telugu:** cha, chah, ja letters were taught to the children by showing objects, flashcards and storytelling. Children were engaged in identifying and writing all the letters of cha varg i.e. cha, chah, ja.



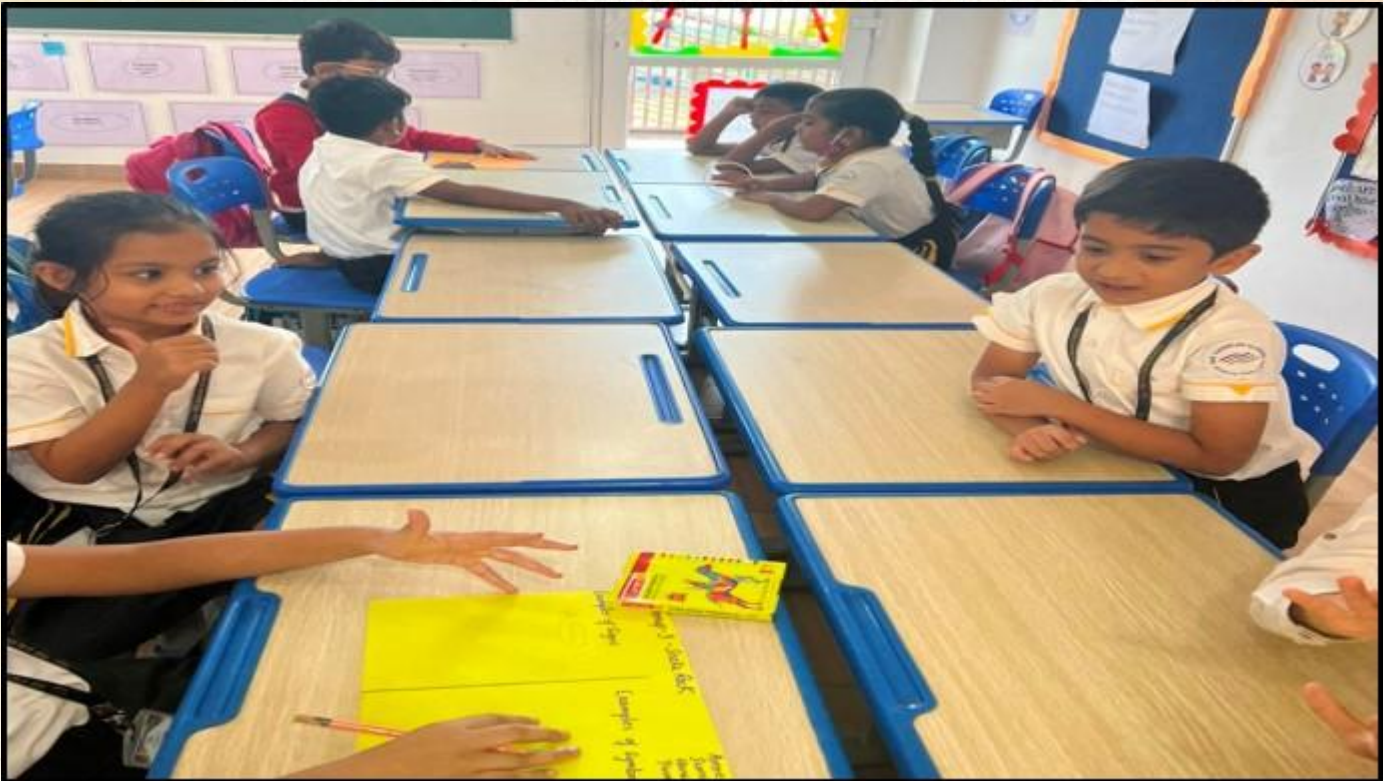
# Learning and Teaching- Month Review

**French:** Students were introduced to French numbers 1-10. They practiced a few basic questions and answers in French. They watched a short poem/rhyme related to numbers.

**Spanish:** Students were introduced to Spanish numbers 1-10. They practiced a few basic questions and answers in Spanish. They watched a short poem/rhyme related to numbers.



# Learning and Teaching- Month Review



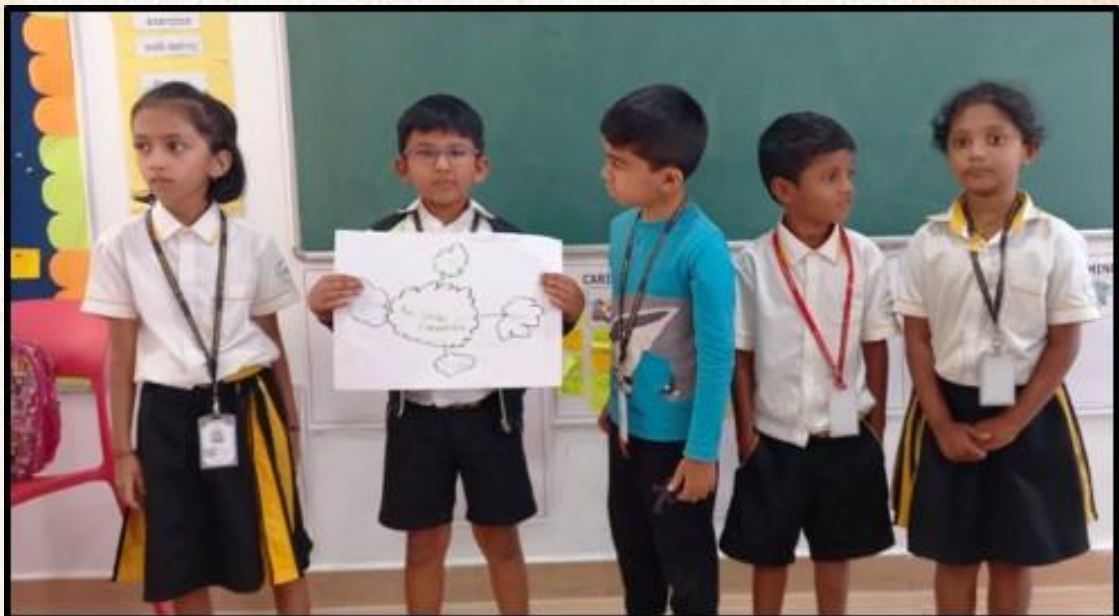
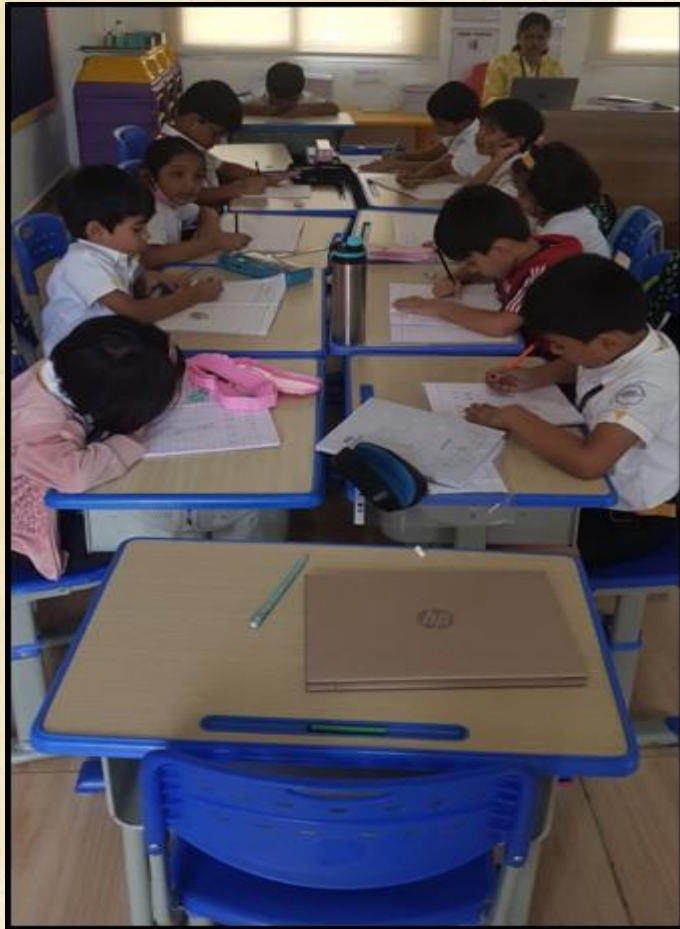


# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





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# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# D.E.A.R Time





# Gratitude Day





# World Mindfulness Day





# Hindi Diwas





# Dussehra Celebrations





# Learning and Teaching- Month Ahead

## **Unit of Inquiry: Transdisciplinary Theme:**

How the world works

### **Central Idea:**

The design of the buildings and their structures is dependant on a range of factors.

### **Lines of Inquiry:**

- Factors to consider while building a structure.
- Indigenous architecture
- Ways buildings impact the environment.

### **Key Concepts:**

function, connection, responsibility

### **IB Learner Profile:**

Inquirers, open-minded, caring

## **Unit of Inquiry:**

Students will inquire about different designs of buildings and their structures. Under the transdisciplinary theme “How the world works”. They would share their understanding about the words -design, building and structure.

### **Transdisciplinary Language:**

Students will continue to practice jolly phonics, spelling lists and read the Oxford reading tree books. They will further inquire about sorting in language i.e nouns and verbs.

### **Transdisciplinary Math:**

Students will practice mental Math to improve their number sense. They would discuss word ‘problems’ and ways to solve a problem. Students will further explore the concept of pattern.



# Learning and Teaching- Month Ahead

## **Drama:**

Students will have discussion on emotions, they will choose emotion cards and share the way emotions have been expressed. Learners will identify different emotion that they come across.

## **Music:**

Students will be introduced to 'Notation' and revisit music genre. Students will practice (500 Miles, My Grandfather's clock, School Prayer and School Song) songs along with the teacher with the help of Electronic Keyboard.

## **PE:**

Students will be engaged in exploring about ankle bounce action and side shuffle. They will be practicing the same. Learners will be assessed on running and variations of running.

## **Dance:**

Students will further 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.

## **Art:**

Students will be further inquiring about the next element of art – shape. The students will identify different types of shape and similarities and differences between line and shape.

## **Hindi:**

Students will be further introduced to the letter ज और झ They will also learn the word formation by using these letters.



# Learning and Teaching- Month Ahead

## **Telugu:**

Students will be introduced to the letters jha, ini . Children will also be engaged in learning how to read and write the letters. Revision of previous letters taught ka and cha.

## **Spanish:**

Students will be introduced to Onomatopoeias – animal sounds. They will be learning simple phrases. They will continue to practice words to enhance their vocabulary.

## **French:**

Students will be introduced to Onomatopoeias – animal sounds. They will be learning simple phrases and will continue to practice words to enhance their vocabulary.



# Happenings Month Ahead

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

**School Reopens: 10<sup>th</sup> 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/>

**Facebook : For daily updates please like the page.**

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