



# PRISM

Grade 2



# 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

The students and teachers continued engaging in mindfulness everyday. Students continued practicing mindfulness activities like Square breathing, Balloon breathing, Rock- a-bye breathing.

As part of well-being, the school counselors conducted regular sessions about personal space.

They shared their views on acting mindfully and reflected on how their actions or words may impact others.



## Core values

The core value for the month, 'empathy', was inculcated in various ways. Students explored different ways to show empathy. They watched videos, read stories on empathy and reflected on them. They understood the importance of empathy in our lives and how it can help us in having better relationships with others. They shared how being empathetic towards others helps us in enhancing emotional awareness.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

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

Students celebrated **Teachers Day**. They showed gratitude towards their teachers for their selfless work and tireless efforts to make difference in their lives.

Students participated in D.E.A.R time this month to celebrate **International Literacy Day**, where they all dropped everything and read books in different corners of the classroom and school.



Students celebrated **International DOT Day** and **World Gratitude Day**. They made cards for the people whom they want to thank and show gratitude in their lives.

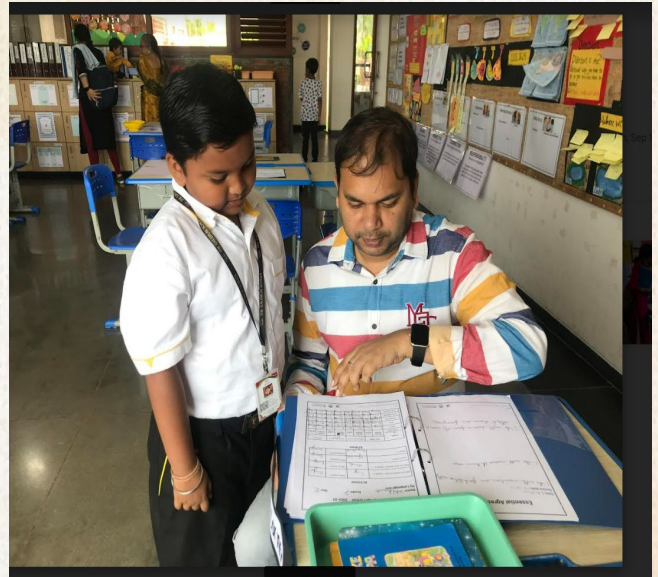
Students also had a sessions on dental hygiene as part of their life skills lesson.



# School Philosophy- 5 Developmental Pillars

## Stakeholders Engagement:

The students and parents were a part of their first Student Led Conference (SLC) to exhibit their learnings.





# School Philosophy- 5 Developmental Pillars

## Global Leadership

As part of the global leadership pillar, the students organised and conducted their weekly assemblies.

Students conducted a special assembly to mark the famous festival of Telangana- "Bathkamma"



Students continued to develop and demonstrate approaches to learning (skills) and attributes of the IB learner profile.

They were engaged in reflecting on their learning, identifying areas of improvement, and setting goals

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



# 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.



# Professional Development

**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.

**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.



# 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:

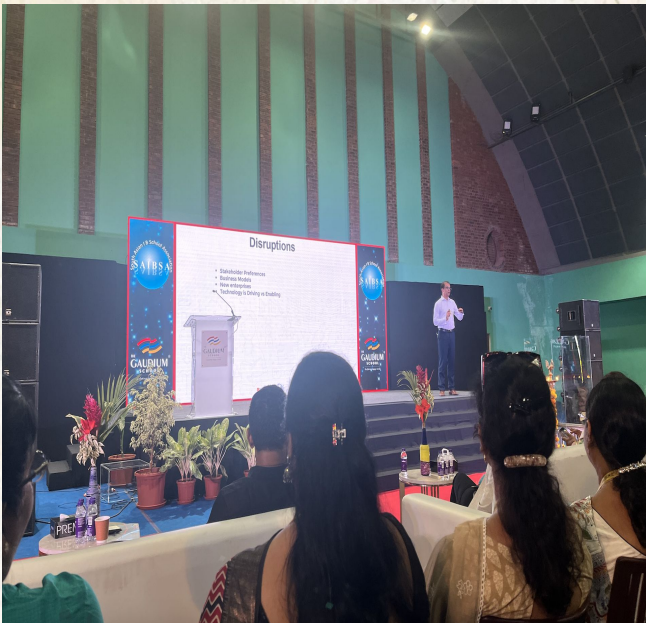
- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
- assesses their implementation of the IB programme standards and practices
- analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute 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:

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
- Responsibility of human interaction on the physical environment

### Key Concepts:

change, connection  
responsibility

### IB Learner Profile:

Inquirers,  
Knowledgeable,  
Principled

## Unit of Inquiry:

Under the Transdisciplinary Theme "Where we are in place and time" our students explored and inquired about the physical features of the earth.

They connected with the word 'geography'. They connected with word "variability", the different variation we see on planet earth in a form of landforms and water bodies. They discussed the reasons for these variations.

Students explored different time zones around the world. During the inquiry, they were excited to learn about location and settlement.

They inquired about types of settlements and various factors affecting settlements. Students made connection with migration.

Students also shared their responsibility towards the physical environment and what action they can take to bring a change in the environment. .



# Learning and Teaching- This Month

## **Transdisciplinary Language:**

Students made transdisciplinary connection with adjectives and practiced the same through various learning engagements

They further connected to cause and effect while learning about factors affecting various settlements. Students were introduced to descriptive writing. They continued to read the different stories to enhance their reading skills. They were exposed to the new vocabulary words.

## **Transdisciplinary Math:**

Students made transdisciplinary connection with directions. They practiced the same through various learning engagements using the different types of map.

Students made transdisciplinary connections with shapes while learning about variability on the surface of the Earth. They connected with measurements and made real life connection by measuring a different objects which we use in our daily routine.

## **Telugu:**

Students learned guninthapu gurtulu till Rithvam by listening stories, reading children stories, rhyme and speaking about the picture.

**French:** Students continued to introduce others in French using family members name and age and some more phrases related to the family members. They learned the "mon, ma, mes" possessive adjectives usage while framing sentences.

**Spanish:** In the month of September 2022, students learned the family members with "mi, tu" to introduce the family members in Spanish. They also practised the days, months and informal phrases with questions.

## **Hindi:**

During the month of September, Students were introduced to the small u matra (उ), through the medium of kavita- "chuhya rani". Students next identified the matra's in the names of their peers and discussed common words that contained the matra. This helped in building thinking skills. Students learnt to write words and sentence formation using these matra. They had also written the meaning of the words. They further inquired about new words to add to their vocabulary using the same matra.



# Learning and Teaching- This Month

## **Drama:**

Students demonstrated the learner profile "Thinkers" while working on - way to act and characterisation.

## **Dance:**

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

## **Art:**

Students explored primary and secondary colours with the observation of different images of natural elements and artworks, they created artwork with the application of primary and secondary colour with the choice of medium and a story from their real life.

Students explored the definition of tertiary colour and their uses.

•Students explored different shapes through the observation of 2D and 3D shapes and they made a paper mask with the application of shapes.

## **PE:**

Students learned about jumping over the object (Hurdles and ladder) and standing broad jump.

## **Music:**

### **Elements of music - pitch and tune**

Students were introduced to Pitch and frequency

Students learnt to sing a Swara (note)-'high pitch 'Sa' (consonant note or swara in Indian music)

Students also learned to sing five notes (pitches)

Learned to sing Do Re Mi Fa(solfege notes)

They explored the comparison of Indian notes and western notes.

The students further learnt singing the school anthem with appropriate pitch and rhythm using an instrumental track.

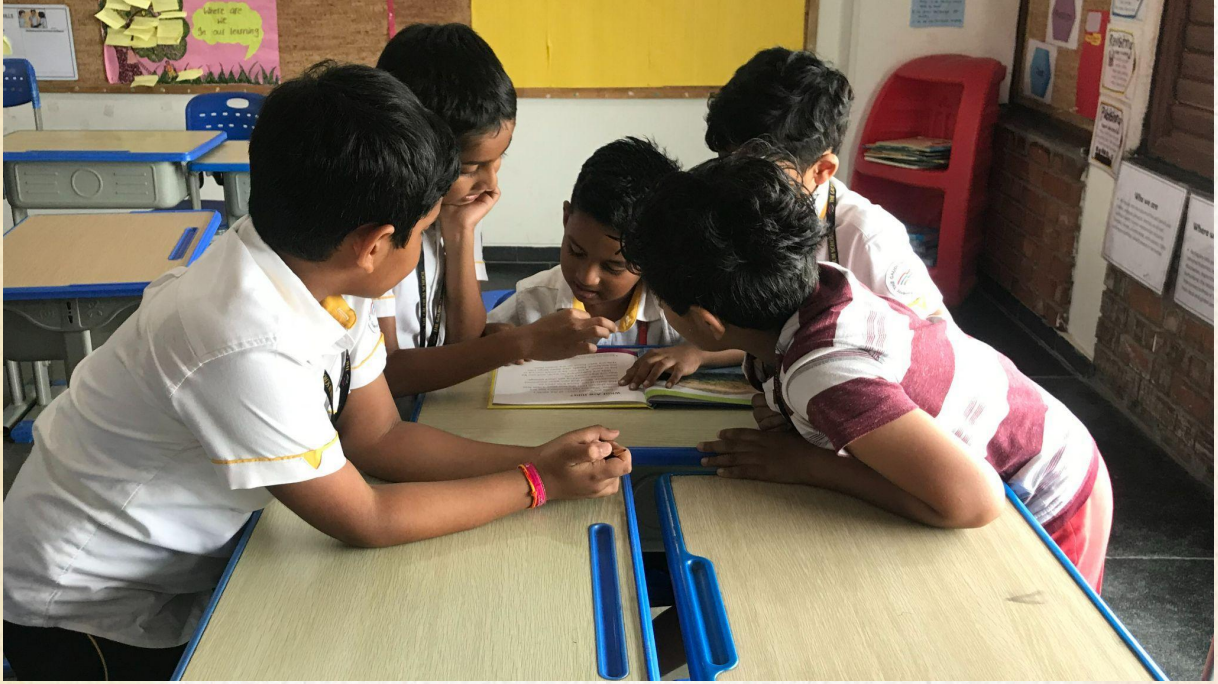


# Learning and Teaching- This Month



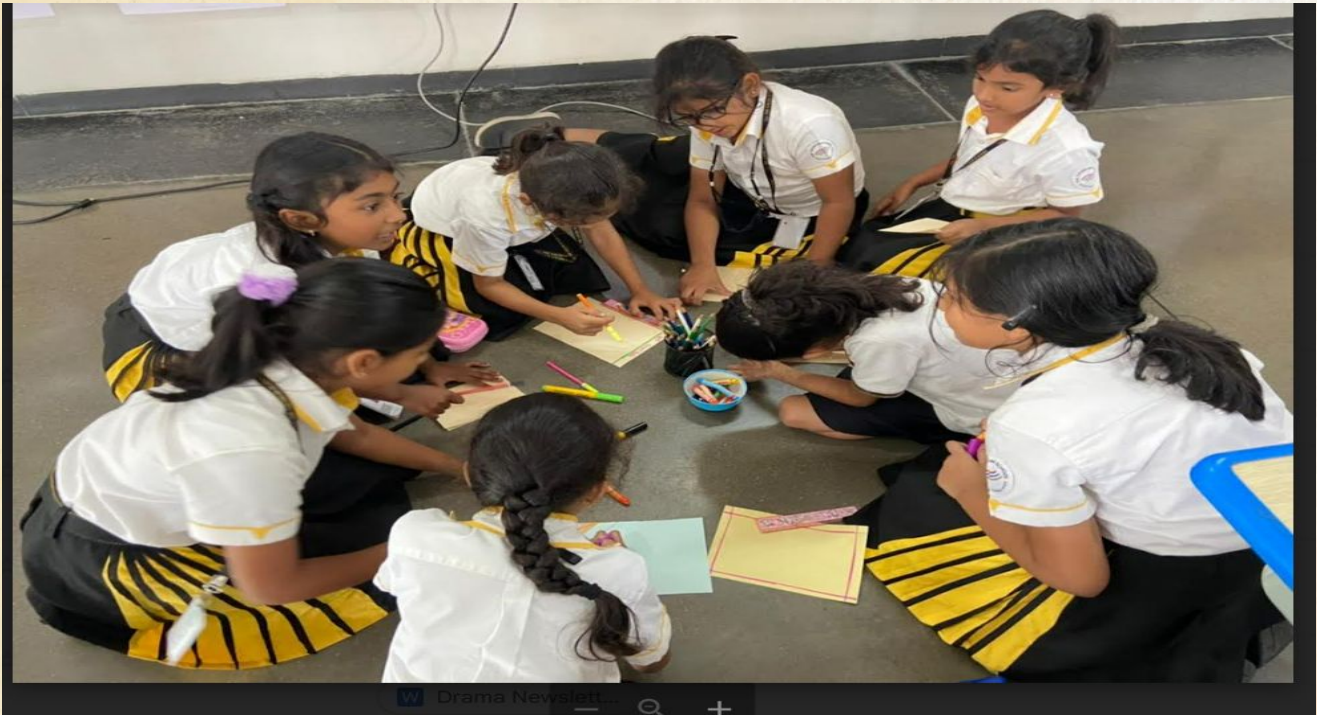


# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- Month Ahead

## Transdisciplinary Theme:

How the world works.

## Central Idea:

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

## Lines of Inquiry:..

- Materials and their uses
- Changes material go through
- Challenges associated with its manufacturing process and its byproduct.

## Key Concepts

Function, Change and Responsibility

## IB Learner Profile:

Risk Takers, Thinkers, Principled,

## Unit of Inquiry:

Under the Transdisciplinary Theme "How the world works" students will explore different types of materials and its uses.

- They will look in to different objects made up of different materials and and also define the tem material in their own words..
- During the inquiry, students will explore the uses of different material and how it changes .
- They will also explore how the challenges associated with its manufacturing process and its byproduct..

## Music:

### Element of music - Pitch, Tune and Rhythm

Students will explore - pitch and frequency They will learn to sing seven notes in western and Indian (independently) Students will be introduced to minim or half note (Rhythmic value of note and rest) They will learn to sing vowel (A) warm-up exercise for 4 beats. Students will learn the song "What wonderful world"



# Learning and Teaching- Month Ahead

## **Transdisciplinary Language:**

Students will be connecting to tenses, procedural writing, antonyms, singular and plural. They will continue to practice cause and effect, and adjectives.

**Transdisciplinary Math:** Students will make transdisciplinary connections to bar graph, cardinal and ordinal numbers and also they will connect with the measurement (weight).

## **Spanish :**

In the month of October 2022, they will relearn the 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 practice the predicting the rest of story, explaining the reason, as well as genders, meaning of new words and the rest of the 'guninthalu gurthulu' will give practice.

## **Hindi:**

Students will be further introduced to the and Big Oo matra and ri matra ( ). They will learn how to write the letter and words formation by using these letters and matra. Students will learn sentences formation by using these matra.

## **French:**

In the month of October, they will continue to learn about the family members. They will further learn about definite and indefinite articles using some common vocabulary in French. They will use their interaction and language skills in their daily communication in French.

## **Art:**

Students will be shown pictures of different textures. They will observe, identify and discuss the difference between textures. They will define- What is texture and why we need to use the texture in art? Students will create an artwork with the use of different type of texture.

**PE:** Students will explore - throwing events, soft ball throw and different types of throwing.



# Learning and Teaching- Month Ahead

## **Drama:**

Students will be given an expression to explore and connect to their real life experience.

Students will enact the emotions with expressions.

## **Dance:**

Students will watch 2 dance videos for a new style popping and locking. They will further share similarities and differences. They will share the main features of each dance form and make a choice of the form they would like to learn (agency) with reasons. Later they will learn hand movements and leg movements for the chosen dance style.

.



# 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: 22<sup>nd</sup> October**

**Diwali Break: 22<sup>nd</sup> - 25<sup>th</sup> 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.**

<https://www.facebook.com/thegaudiumschool/>