



# 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



# 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

## Core values

Core value for the month, 'Empathy', was inculcated through various ways. Learners discussed the meaning of, 'empathy'. They connected it to related stories and shared real- life examples .



## Global leadership

Learners demonstrated the ownership of their learning by sharing their understanding with others. They were involved in making choices and co-constructing essential agreements. They also participated in class assemblies and set their goals for this academic year.





# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

Learners practiced mindfulness everyday through various strategies like square breathing, superman pose, awareness of feelings and emotions, scenario based reflection, guess the taste, managing emotions, rock-a-bye breathing, wonder pose, guess the sound.



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 good behaviour and reflected on their understanding with the school counsellor.



# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

Learners inquired about different landforms and made transdisciplinary connections. They made connections with the attributes of learner profile during learning and teaching process. 'DEAR Day' was celebrated in school where students read a book of their choice and reflected



Our learners are trained with different life skill . They had a session with the school nurse about first aid. They understood the importance of first aid and were also given awareness about different types of first aids .



# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

Learners actively participated in different events which were organized to promote stakeholder engagement such as World Mindfulness day, International day of peace, World Gratitude day, Hindi Diwas and International Dot day.





# 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.

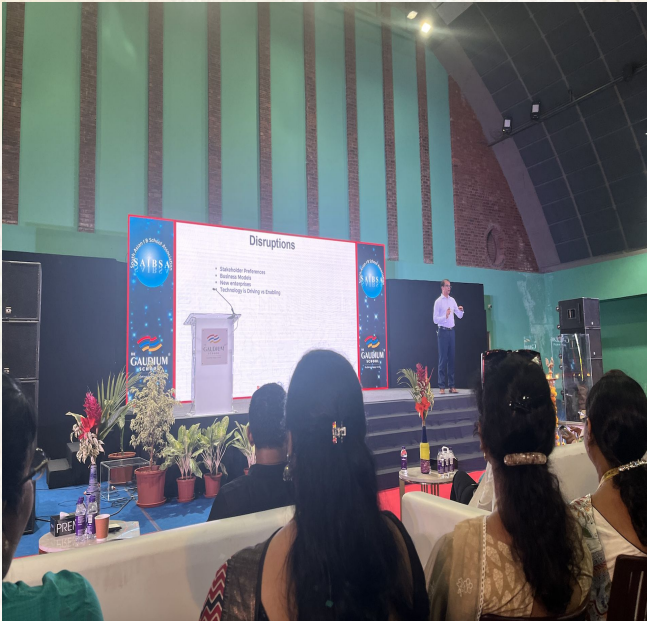
Apart from these we also had a grade-level collaboration across the school to know the best practices and the strategies that help in students learning.

## 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 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.
- Changes materials go through
- Challenges associated with manufacturing, processing and its byproducts

### Key Concepts:

function, change, responsibility

### Related Concepts:

measurement ,  
transformation,  
industrialization

## Unit of Inquiry:

Learners discussed the responsibilities in physical environment ,followed by choosing their respective places for settlement. Later, they have concluded the task by making a choice and giving reasons for settlement. They were able to identify the reasons for differences and variability between the states, describing the connection between location and settlement of their chosen places.

Learners started their inquiry under the transdisciplinary theme 'How the world works' . They came up with the word materials and process. They shared the uses of different materials.

They also inquired about changes that materials undergo. Learners also inquired about reversible and irreversible changes.



# Learning and Teaching- Month Review

## Transdisciplinary Language:

Learners made transdisciplinary connections to cause and effect, prepositions and adjectives. They practiced these through various learning engagements.

## Transdisciplinary Math

Learners made transdisciplinary connections to 3D shapes and its properties, map pointing, directions, patterns and practiced through various learning engagements.

## Telugu

Students learned ru, a, ae, ai gunithala gurtulu by story telling and showing pictures. They were engaged in identifying and writing the guninthala gurtulu for the letters shown in the pictures. Students learned writing simple words using the gurthulu.

## Hindi

Students were introduced to the small U matra (उ), big Oo matra (ऊ) and also learnt how to make the word formation by using these matra. They were able to write the meaning of the words.

## French

Students practiced numbers 1-20. They learned the French accents (é, à, ç, â) with some vocabulary words. Students had an oral practice on 'present yourself'. They watched videos on accents and practiced poems for pronunciation.



# Learning and Teaching- Month Review

## Spanish

Students practiced numbers 1-20. They learned the Spanish accents (á, é, í, ó, ú) with some vocabulary words. Students had an oral practice on 'present yourself'. They watched videos on accents and practiced poems for pronunciation.

## Music

Students practiced vocal exercises with rhythm (3 beats rhythm). Students were introduced to a new song in another language (Hello Bonjour, Oh Raat Ka Taara). Students revisited wood wind, string, bass and percussion instruments.

## Drama

Students watched a children theatre show and reflected. They shared their understanding of drama & acting. Theatre acting exercise 'COPY ME' was practiced, students had to copy the teacher's actions, voice, body language etc. Acting exercise using their body and face to enact like a non-living thing /object /fruit/gadget with a situation (Hot, summer, winter).

## Dance

Students learned full body movements and gestures (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork, locomotors and non-locomotor movement.



# Learning and Teaching- Month Review

## **PE**

The students were engaged with skills - Shuttle running and Zig zag run. They also learnt ABC running drills (High knees -Butt kicks-flutter kicks)

## **Art:**

Students explored the elements of art, colours and classified the colours into various categories using the colour wheel. They inquired about warm and cool colours.



# Learning and Teaching- Month review

## Learning in classroom





# Learning and Teaching- Month review

## Learning using various tools.





# Learning and Teaching- Month Review

## PE





# Learning and Teaching- Month Review

## Dance and Music





# Drop Everything And Read(D.E.A.R time)





# World Mindfulness Day





# International Dot Day





# Gratitude Day and International Peace Day





# Student Led Conference





# 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

Learners will inquire into the unit under the theme 'How the world works'. They will explore about the process of making different materials. They will also inquire about the challenges associated with manufacturing, processing and its byproducts.



# Learning and Teaching- Month Ahead

## Transdisciplinary Math

Learners will inquire about division and fraction. They will also explore about measurement, data handling by interpretation of bar graph, work on arithmetic operations and solve word problems connected to real-life situations.

## Transdisciplinary Language

Learners will be introduced to picture composition. They will also explore about articles and procedural writing.

## Hindi

Students will further be introduced to the Ri matra (ऋ) and E matra (ए). They will also learn how to make words using these letters and matra.

Students will learn sentence formation by using these matra.

## Telugu

Students will learn to write simple words and sentences using varnamala letters. They will understand about gender differences using name cards and stories. They will be engaged in activities of storytelling, oral recitation and peer questioning on the learnt topics.

## French

Students will be introduced to subject pronouns (I – je, you – tu, he – il, she – elle) They will be introduced to phonetics [ɔ̃][ā][y][u]. They will practice some vocabulary words and watch short poem/rhyme/video related to subject pronouns and phonetics.



# Learning and Teaching- Month Ahead

## Spanish

Students will be introduced to subject pronouns (I – je, you – tu, he – il, she – elle). They will be introduced to phonetics [õ][ā][y][u]. They will practice related vocabulary and watch short poem/rhyme/video related to subject pronouns and phonetics.

## Music

Students will revisit the rhythm (3 beats). They will be introduced to rhythm (4 beats) and songs in another language. Students will revisit (Hello Bonjour, Ho raat ka Taara) and introduced to 'Una Paloma' song. They will practice the songs along with the teacher with the help of Electronic Keyboard.

## Art

The students will be further inquiring into the next element of art – shape. The students will identify different types of shape and similarities and differences between line and shape. They will be exploring the different ways of creating shapes in the artwork.

## Dance

Students will learn full body movements and gestures (moving different parts of the body) like shake, jumps, shimmy, point, turns, hand-leg coordination, footwork, locomotors and non-locomotors movements in Western style.

## PE

Students will be introduced to jumping. They will be engaged in jump with variation- jump from one place to another place, jumping over the object. Students will learn about lateral jump and standing broad jump.

## Drama

Students will discuss expressions and difference between 'express' and expression'. They will also connect to their real life experience and enact through an exercise.



# 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 Holidays: 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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