



# PRISM

Grade PP1



# 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 practiced mindful walking, superman pose, heartbeat exercise. They discussed ways they manage their emotions. On **World Mindfulness Day** they shared their favourite exercise and discussed about the importance and the benefits of mindfulness in everyday life. They also practiced wonder pose which promotes self-confidence and self-appreciation.



The theme for the group awareness for this month was self awareness.

They balanced a book on their head and shared their reflections. They shared their thoughts about their surroundings and self post the task.





# School Philosophy- 5 Developmental Pillars

## Core Values

Students developed their understanding of the core value- 'empathy', through various ways.

They watched videos, connected to stories related and shared real-life examples of where they have displayed empathy.

Students also shared about the core value, 'empathy' in the school assemblies.



## Holistic Excellence

As a part of holistic excellence, students participated in life skills session. They had a session on safety precautions.

Students engaged in read aloud sessions, listening to stories during reading time.

Students celebrated '**World Literacy Day**' on 8th September and participated in the D.E.A.R time. We also celebrated International Dot day.





# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement

Various events were conducted to promote stakeholder engagement such as **'Teacher's Day'**.

We also had our first Student Led Conference, where students celebrated their learning along with their parents.





# School Philosophy- 5 Developmental Pillars

## Global Leadership

Students demonstrated their ownership of their learning through assemblies and Student Led Conference, where they presented their learning to their parents, family members and teachers.

They continued co-constructing tasks and criteria for assessments and learning engagements.





# 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. Kasir 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:

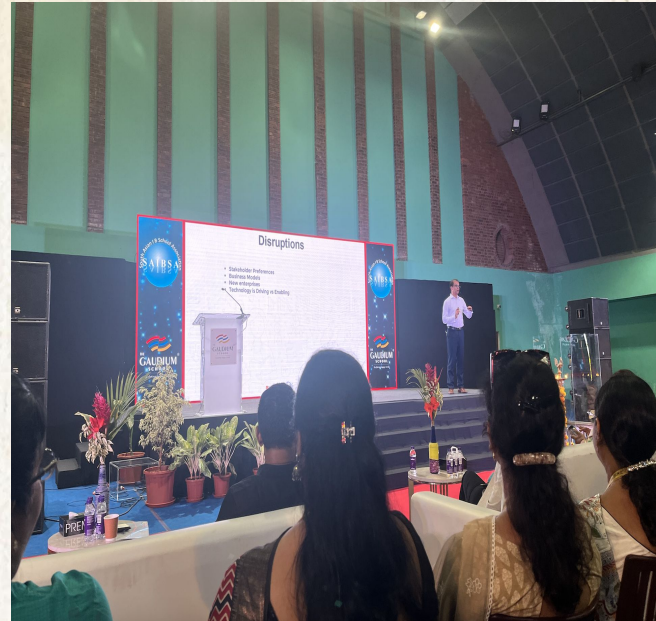
- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
- assesses their implementation of the IB programme standards and practices
- analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute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

Homes reflect range of influences and local conditions.

### Lines of Inquiry

- Homes over time
- Homes around the world
- Impact on influences on homes

### Key Concepts

Change, Function, Perspective

### IB Learner Profile

Communicators, Open-minded, Inquirers

.

## Unit of Inquiry

Students continued inquiring about types of homes through various learning engagements.

They found the meaning of influence through different scenarios and stories. Students were curious to learn about the homes overtime like cave, hut and villa through different stories.

They found how lifestyle has changed overtime and how these changes had influenced our homes.

Students exhibited their learning and understanding through the end of unit assessment task.



# Learning and Teaching- This Month

## **Transdisciplinary Language**

While inquiring about homes, students were introduced to letters- Kk (Kinder joy), Cc (culture) and Ee (Entertainment) with their phonic sound.

They revisited the alphabet Tt (Technology) with its phonic sound and listed objects related to it. They practiced writing the letters too.

Students were introduced to CVC words. They practiced blending two and three letters using their phonic sound.

They practiced reading and writing CVC words and simple sentences using sight words.

## **Transdisciplinary Math**

Students made connections to 'pictograph' while inquiring about homes and houses.

They made live graphs and explored the concept of sorting and counting after watching the story "Everyone's Home".

Students further inquired into the concept of big and small.

## **Dance**

Students were introduced to new leg movements-Tippy Toes, Kick, Grab and Reach.

They practiced the same on the count of eight.

## **Drama**

Students listened to various stories and they predicted and shared what will happen next.

They explored the different sounds in the story.



# Learning and Teaching- This Month

## PE

Students watched videos and pictures based on running and variations of running like zig zag and shuttle.

They explored the movement on spot, straight line and different shapes.

Students discussed the benefits of running and shared their learning.

## Music

Students identified the natural and artificial sounds and demonstrated the attribute of being an Inquirer.

## Art

Students co-constructed the assessment task and criteria to show their learning of colours.

They created an artwork by choosing three colours of their choice and shared the reasons for their choice.

Students were introduced to different types of lines. They observed the artworks with curved and straight lines. Further, they identified the similarities and differences between them and their importance.

They created a thank you card for gratitude day.



# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- Month Ahead

## Unit of Inquiry

### Transdisciplinary Theme

How the world works

### Central Idea

All living things go through a process of change

### Lines of Inquiry

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influences lives.

### Key Concepts

Change, Function, Causation

### IB Learner Profile

Communicators, Caring, Inquirers

## Unit of Inquiry

Students will tune into their second unit of inquiry under the theme 'How the world works'.

They will be inquiring about the difference between living and non – living things.

They will explore how living things change and grow over time. They will choose various living things and inquire about the changes they go through. While inquiring about the same they will make connection to patterns.

### Transdisciplinary Math

Students will sequence numbers in an order. They will revisit the concept of sorting.

Students will be introduced to the concept of height, weight and addition through various learning engagements.



# Learning and Teaching- Month Ahead

## Transdisciplinary Language

Students will learn the letters of the alphabet related to the unit.

They will trace and practice letter formation and phonic sound of these letters and list down related words beginning with the same sound.

They will be introduced to the digraph, 'ch' and 'th'.

## Music

Students will be introduced to dynamics. They will identify loud and soft music and use the vocabulary for the same.

They will learn a new song 'Up in the dark sky' and will work on demonstrating the attribute of being a Thinker.

## Drama

Students will work on the following areas demonstrating the attribute of the learner profile Communicators and Inquirers.

They will explore the expression 'angry' using facial expressions.

## Dance

Students will be introduced to two new hand movements waving and basic tutting.

They will practice the same on the count of eight.



# Learning and Teaching- Month Ahead

## **Art**

Students will continue learning about lines and explore their importance in art.

They will create artworks for the Farmer's Market. They will co-construct their assessment task and criteria.

## **PE**

Students will explore various shuttle runs. They will watch videos and pictures based on different drills and share their understanding.

They will explore movements on the spot, straight line and different shapes. Students will discuss the benefits of high knee action and straight leg running.



# Happenings Month Ahead

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

**School reopens : 10th October**

**Special Assembly – Diwali: 21<sup>st</sup> October**

**Diwali Holidays – 22nd October to 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.**

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