



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

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 & Well-Being

Learners have been practicing mindfulness every day. They were engaged in various mindfulness exercises like square breathing, balloon breathing, superman pose, wonder pose, guess the taste, guess the sound, awareness of feelings and emotions using emotions cards, Rock-A-bye breathing. They discussed the benefits and shared their reflections as well.



The students had a session about appropriate/good choice behavior among the two contradicting behaviors, through a story, 'Tofu and Tia'. The students also discussed about the importance of waiting for their turns. They discussed and reflected with the school counsellor.

School Philosophy- 5 Developmental Pillars

Core values

Core value for the month, 'Empathy', was inculcated through various ways. Students discussed the meaning of, 'Empathy'. They connected to related stories and shared real- life examples of where they have displayed 'Empathy'. They shared their views on how do they show empathy to their peers, teachers, parents and elderly people around them.



Global Leadership

In this month, students enthusiastically took the ownership of reviewing the essential agreements.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

Students were a part of DEAR time (Drop Everything and Read). Students were given the opportunity to select a story and read a book and were also listening to a story narrated by the teacher . Students were able to understand the do's and don'ts during the DEAR time. They shared their reflection after the Dear time.



Stakeholder Engagement

Students welcomed their parents for first SLC-Student led conference. Students were very much excited to introduce their teachers to the parents. They followed the essential agreements before the start of SLC. Students were very much happy to showcase their learning in-front of their parents during SLC. Students develop ownership of their learning. They took pride and explained the journey of inquiry with confidence to their parents.



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:

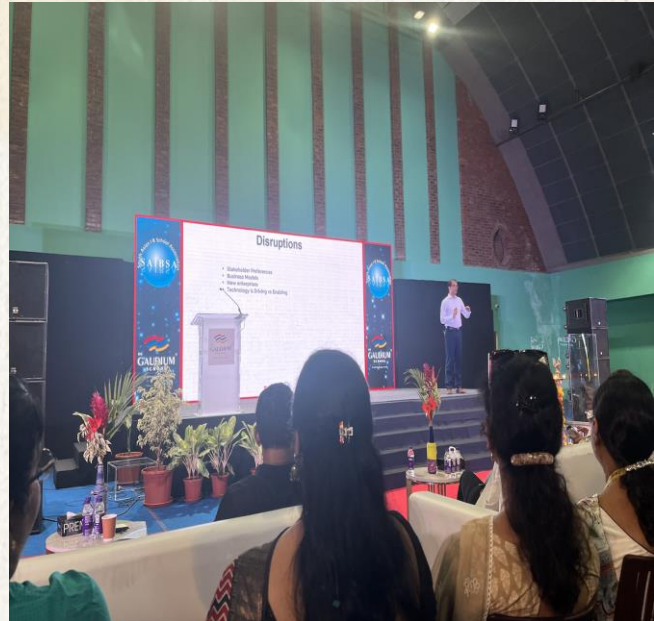
Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. The learning process simultaneously involves learning language—as learners listen to and use language with others in their 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:

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 of influences on homes

Key Concepts:

change, function, perspective

Related Concepts:

culture, needs, time, locality

IB Learner Profile:

Inquirers,
Openminded,
Communicators

Unit of Inquiry:

Students started inquiring about the concept of home through different stories. They explored about different homes around the world and could identify the places in maps. Students were also shown stories on the impact of influences, they also explored about the major impact like 'Culture, Entertainment, Technology'.

Transdisciplinary Language:

Students were introduced to the letters 'Ss' (Stilt home), 'Aa' (Adobe home), 'Tt' (Technology), 'Ii' (Igloo) with the phonic sound and related objects. They practiced tracing and writing the letter in the correct formation.

Transdisciplinary Math:

Students were introduced to the concept of tally marks. They learned different ways of representing numbers. Students were also introduced to map pointing through exploring about the homes around the world. Students were introduced to numbers 21-30. They learned counting through real objects and were able to write numbers in the notebooks with the correct formation.

Learning and Teaching- Month Review

PE: Students were engaged through the following fundamental movements: -

- Running in different directions which helps them to balance their self and improves agility
- Zig zag run (Helps students to focus on their balance, quickness and body control in multiple planes.
- Shuttle run which helps them to improve their speed, endurances and boosts their fitness levels
- Running with objects which helps them to improve their gross and fine motor skills and to run with coordination

Music: Students were introduced to clapping and tapping to the beat. Students identified the beats and responded accordingly. Students practiced the songs (My pigeon House, ten little Indians) along with the teacher with the help of Electronic Keyboard.

Drama: Students listened to different sounds, identified those sounds and enacted the same. They did imitation of the different voices and sounds and told the story about that.

Dance:

Students have learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.

Art:

The students co-constructed the assessment task and criteria . They created an artwork by choosing three colours of their choice and sharing the reasons for choice. They were further introduced to different types of lines. They observed the artworks with curved lines straight lines and identified the similarities and differences between them and it's importance. The students created a thank you card for the gratitude day.

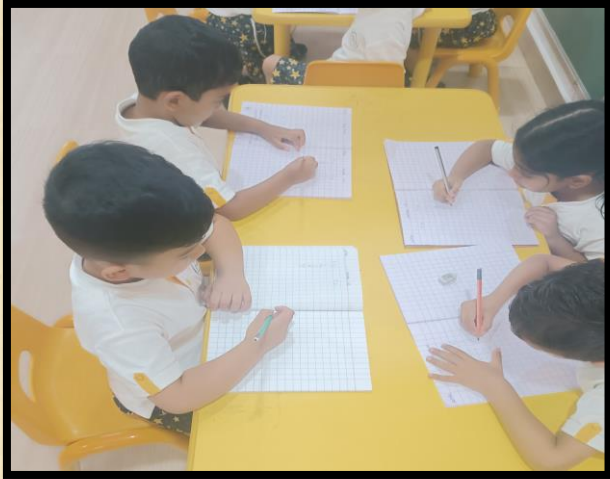
Learning and Teaching- Month Review



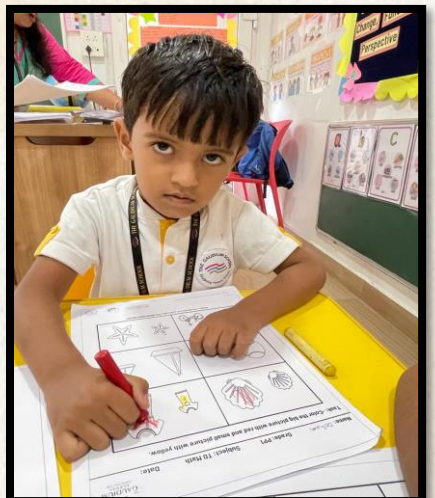
Learning and Teaching- Month Review



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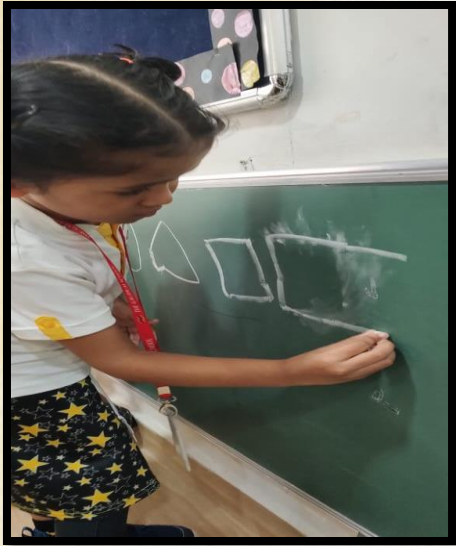
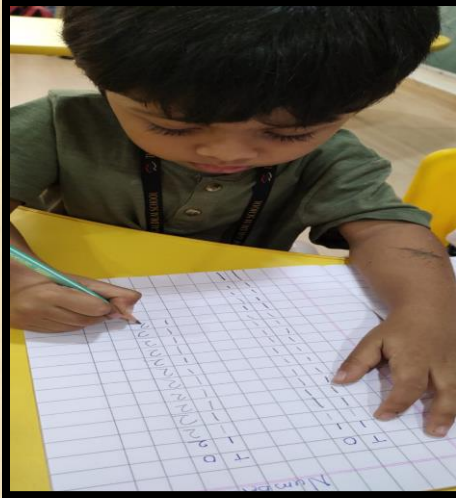
Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Review



International Gratitude Day International Day of Peace



World Mindfulness Day



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

Related Concepts:

Patterns, Transformation, Environment

IB Learner Profile:-

Caring, Inquirers, Communicators

Unit of Inquiry:

Students will inquire about the change in living things and patterns of growth through various learning engagements. They will explore about the factors that influences lives.

Transdisciplinary Language:

Students will learn uppercase and lowercase letters with the jolly phonic sound, related objects, correct formation of the letters and build their vocabulary. They will also learn the blending of different letters and could be able to read and write the 3 letter words in the notebooks.

Transdisciplinary Math:

Students will learn to write numbers from 31 to 40. They will also learn non- standard units of measurements like heavy and light. Students will learn before, after and between numbers through hand-on learning engagements in connection with our unit of inquiry- 'How the world works'.

Learning and Teaching- Month Ahead

Drama: Learners will watch videos to guess the expressions. They will make different expressions and will learn eye movements ; they will see pictures and identify the expressions.

Art: Students will continue on learning journey of lines by exploring the importance of lines. They will be creating artworks for the farmer's market.

Music:

Students will be introduced to dynamics – loud and soft, high and low. Students will practice the songs (My Pigeon House, Ants go marching) along with the teacher with the help of Electronic Keyboard.

PE: Students will be engaged through the following fundamental movements:

Jumping- Basic movements

Jump on the spot to develop leg strength and improves their balance and coordination

Jump around different shapes to improve their coordination and balance Split jump to strengthen the muscles in the lower body

Jumping with object to improve their fine motor skills and eye and hand coordination

Dance: Students will be learning elements of dance (Action) like bend, run, jump, knee lift, hands shakes , shoulder movements and twist.

Happenings Month Ahead

Autumn Break: 24th September- 9th October (Holidays)

School Reopens: 10th October

Special Assembly – Diwali: 21st October

Diwali Holiday - 22nd- 25th October

Farmers Market: 29th 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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