



PRISM

Grade PP2

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

World Mindfulness Day was celebrated to raise awareness about the insights of Mindfulness and its benefits. Students practiced various mindfulness activities like square breathing, Superman pose, wonder pose, Rock-A-Bye Breathing, balloon breathing, awareness of feelings and emotions and more. They also discussed the benefits of practicing mindfulness and shared their reflections.



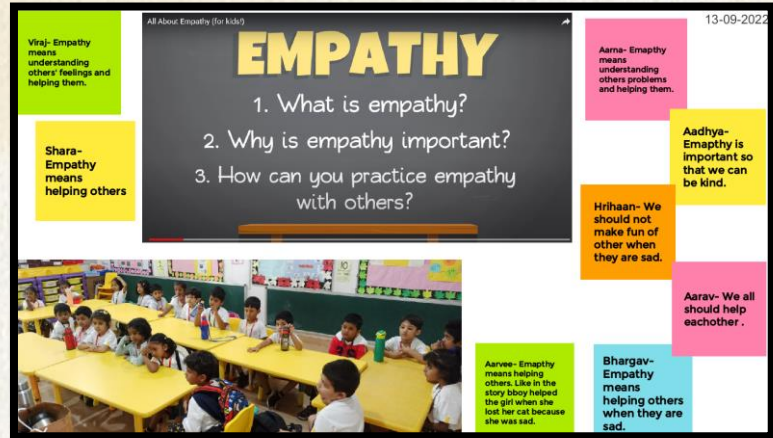
Students discussed about healthy coping mechanisms whenever they are upset/angry. The behavior cards act as visual aids to help students learn about behavioral commands and what they mean. This includes cards to demonstrate lining up quietly, being kind towards others, offering a helping hand, writing thank you notes, appreciating another person, helping adults at home. They also had a discussion on how to control our behaviour whenever we are upset/angry ways such as taking a break, sharing with someone about their concern, counting from 1 to 10, taking deep breaths.



School Philosophy- 5 Developmental Pillars

Core values

Students watched an informative video on Empathy and discussed its definition and importance to practice and develop empathy. Students also shared few examples from their real-life experiences.



Holistic Excellence

DEAR(Drop Everything And Read) time conveniently accommodated a variety of students interests and abilities as every student got an opportunity to choose their favorite book to read. Students confidently presented and lead the assembly taking ownership and responsibility. They all were confident communicators during the events. Students were helped to recognize the mandatory life skills to take care of personal hygienic like brushing twice a day, taking bath, wearing clean clothes, washing hands before and after we eat.



School Philosophy- 5 Developmental Pillars

Global Leadership

By participating in various learning engagements, students are gradually developing and demonstrating ATL skills and the attributes of the learner profile. They are taking responsibility and ownership for their learning. The learning engagements, success criteria, and reflections are being co-constructed by the students. Additionally, students took part in school assemblies. The essential agreements were also examined and reviewed by the students.



Stakeholder Engagement

Students were engaged in various events like Hindi Diwas, World Mindfulness day, DEAR Time, Teachers' Day, World Gratitude Day, International Day of Peace, Dot Day, Dussehra celebration, SLC to promote stakeholder engagement. Students enthusiastically and energetically performed various activities like dancing, singing, reading and painting.

Professional Development

SAIBSA Job alike sessions

SAIBSA PYP Job alike session was held at the “The Gaudium School”. South Asian IB schools’ association- SAIBSA aims to facilitate communication with authorized and evaluated schools implementing IB in the South Asia region and is devoted to promoting a greater understanding of the IB at all levels.

The Gaudium was the proud host for the first face-to-face SAIBSA job alike sessions, post-pandemic, for PYP & MYP and DP on 3rd September and 10th September 2022 respectively.

IB practitioners from across the country attended the two SAIBSA events and participated in a range of job-like sessions. They collaborated and shared perspectives and best practices to ensure that learning is for life.

Ms. Kirthi Reddy, Founder and Director-The Gaudium, Mr. Ramakrishna Reddy, CEO, Ms. Anjalika Sharma, IB PYP Principal, and Ms. Shalini Singh Hamilton, Middle & High School Principal welcomed the delegates.

Mr. Kasiar Dopaishi, President SAIBSA was present for both the events and facilitated sessions as well. Ms. Monica Sarang was the keynote speaker for PYP & MYP SAIBSA while Ms. Hafsa Noori Pasha was the keynote speaker for DP SAIBSA.

We had ten sessions conducted by various facilitators across the schools. We enrolled ourselves and attended the sessions based on our choices.

Evidencing Learning:

Evidencing learning session helped understand ways assessment involves teachers and students collaboratively to monitor, document, measure, report, and adjust learning. They shared how students are actively engaged in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.

Implementing Agency:

Implementing Agency session focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.

Professional Development

PYP Exhibition:

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, facilitators from different schools discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners and responsible for their learning to take action.

Concept-Based Learning:

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based. Concepts help to build understandings across, between, and beyond subjects. We had various learning engagements to understand the same.

Action in PYP:

Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities.

We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

Inquiry:

Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed and had learning engagements to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching and seeking information, and solving problems in a variety of ways. Inquiry helps to facilitate the development of IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

Professional Development

PYP Authorization & Evaluation:

Programme evaluation engages the school in a reflective process leading to deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development.

Programme evaluation

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective process that involves the entire school community
- assesses whether a school continues to meet the requirements in the IB *Programme standards and practices* publication and will remain an authorized IB World School
- supports school efforts to continually improve the delivery of the programme(s) through an intentional process aimed at building school capacity for organizational learning.

During programme evaluation, the school:

- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
- assesses their implementation of the IB programme standards and practices
- analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute to positive school outcomes, building on these to address challenges and to further develop the programme(s).

Professional Development

Role of PE in PYP:

Physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop a combination of transferable skills promoting physical, intellectual, emotional, and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. We shared how the role of PE helps in developing or supporting a unit within the programme of inquiry, preparing for or following on from a unit within the programme of inquiry, and personal inquiries with examples across various schools.

Role of Arts in PYP:

Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. We discussed ways students articulate their thoughts in new ways and through a variety of media and technologies that helps students to promote creativity, critical thinking, problem-solving skills and social interactions through dance, drama, music and visual arts.

Second Language:

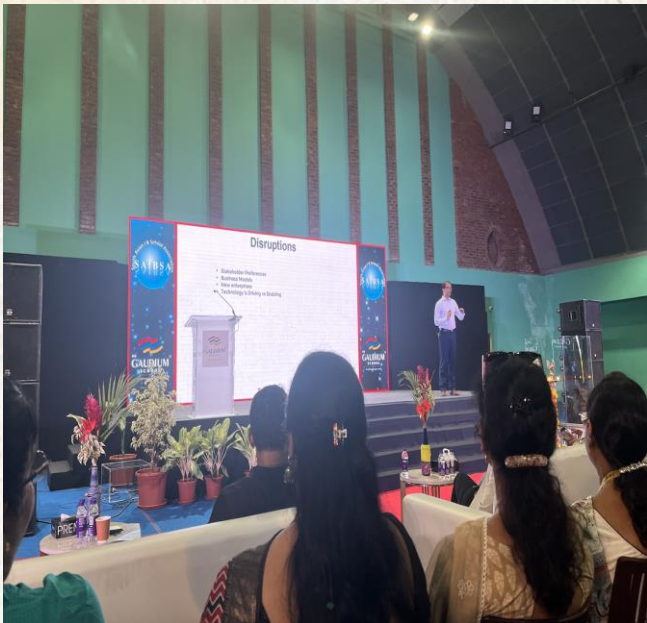
Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. We discussed how to support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and the social life of the school, as well as to develop as individuals.

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

Global Job-Alike Sessions

Our teacher teams also attended virtual **Global Job-Alike Sessions** organized by the “BINUS SCHOOL” – Jakarta where we collaborated and shared best practices related to concept-driven, ATL in Arts, promoting multilingualism, digital literacy and developing social emotional learning. It was an enriching experience for all.

Professional Development



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

How we organize ourselves.

Central Idea: Many products go through a process of change before they are consumed or used.

Lines of Inquiry:

- Origins of products.
- Process products go through.
- Reasons for change in products.

Key Concept:

Function, Change, Causation

IB Learner Profile:

Principled, Inquirers

Unit of Inquiry:

Students further inquired and explored to understand the process involved while making products and the changes the products undergo to make the final product. They also discussed the reasons for the change of products and connected to needs and wants. Further they identified the problems that people around them are facing with the existing products through a survey. They empathized, defined the problem. Ideated with different solutions, concluded with one solution and designed a prototype through which they experienced the process of Design Thinking- a problem solving approach.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students were involved in the process of inquiry and were able to connect to naming words and explored to categorize. Under the process they also connected to action words and framed sentences. They also sequenced the process and used the descriptive words to describe the products.

Transdisciplinary Math:

In connection with UOI - naming the products, students connected to number names and also explored to sequence the process using the ordinal numbers. They were also connected to fractions as part of a whole and learnt to name the different parts as half and quarter. In the process of problem solving they were engaged to find the sum of objects and solving word problems on addition using different strategies.

Music: Students revisited to steady beat and were introduced to Rhythm – 4 Beats. Students practiced (You are my Sunshine, Small World, Farmer in the dell, School Song) songs along with the teacher with the help of Electronic Keyboard

Drama: Students listened to a range of background music from different instruments then they identified the instrument. They shared how each music evoked a different feeling in them. They listened/watched a story and decided whether the music used in it was appropriate or it should be changed.

Dance: Students learned the elements of dance (Action) like nod, shake, sway, knee lift, clap, roll and body postures.

PE: Students inquired and had a discussion about shuttle running, running on ABC drills. They were engaged in high knees exercise and front kicks.

Art: Students were introduced to the different types of lines. They identified the different types of lines from the artworks and defined it. They observed the use of lines in different ways from the surrounding. They created their own artworks using different lines. They have made a choice of three lines to create an artwork and justify the use of those lines in the artwork.

Learning and Teaching- Month Review



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Learning and Teaching- Month Review



World Mindfulness Day



International Dot Day



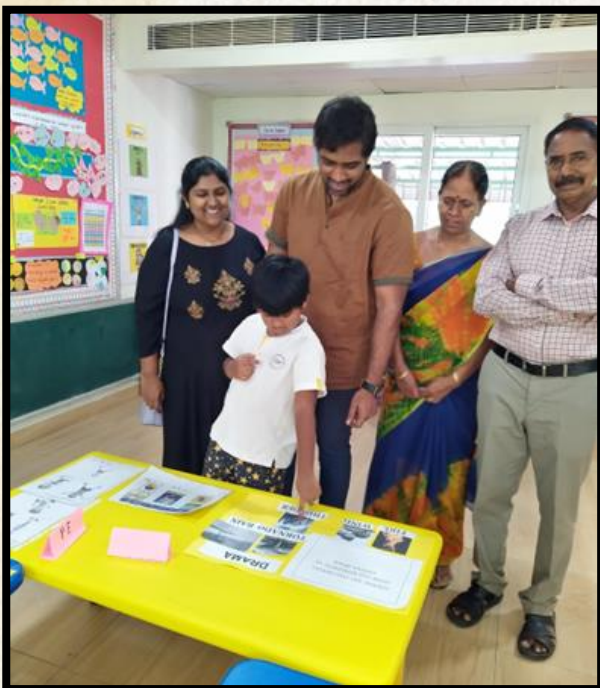
Drop Everything And Read (D.E.A.R time)



Dear(Drop Everything And Read) Time



Student Led Conference



Field Trip to Harley's Fine Baking



World Gratitude Day and International Peace Day



World Gratitude Day and International Peace Day



World Gratitude Day and International Peace Day



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme: How we express ourselves

Central Idea: People use art and forms of expression to convey uniqueness as human beings.

Lines of Inquiry:

- Forms of art
- Ways we express
- The role of art in peoples' lives

Key Concept:

form, function,
Perspective

IB Learner Profile:

Knowledgeable, Communicators,
Risk-takers

Unit of Inquiry:

Students will begin the new unit "How we express ourselves" in which they explore more about different art forms. Then, they will inquire more about how different art forms help us to express ourselves.

Transdisciplinary Language:

Students will be introduced to rhymes and then poems in relation to the theme "How we express ourselves." Additionally, they will comprehend writing etiquette and later connect to stories to understand how to express ourselves.

Transdisciplinary Math:

Students will be introduced to patterns and to identify the patterns around us. They will also explore about shapes, symmetry and their properties. Later connect to measurements that we use in our day to day life.

Learning and Teaching- Month Ahead

Music: Students will revisit Steady beat and students will be introduced to Pitch. Students will revisit Small World and practice (Up in the Dark Sky, BINGO) songs

Drama: In this month students will watch a video then they will discuss the connection between music and expressions. They will make a list of expressions they know. Game- Students are given an expression and asked to act like it out. The rest of the class to guess and give reasons why.

PE: In this month students are being engaged through the following: -
-Students will be having an assessment on running action.
-Students will be inquired about jumping.
-They will be having a discussion on jumping on the spot and they will practice the same.

Dance: Students will be learning elements of dance (Action & space) like bend, hand swing, run, jump; tippy toes knee lift, hands shakes, shoulder movements, twist, forward-backward direction.

Art: Students will be further exploring the elements of art - texture. Students will be inquiring about different textures and creating textures using different methods.

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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