



# PRISM

Grade 1

November 2022

# Message from the Principal's Desk

Dear Parents,

Greetings! The PYP team is steadily gearing up for the Annual Day celebrations. All our students are involved and engaged in any one form of Art-Music, Dance and Theatre. Both our productions -Panchatantra for students of Grades Nursery to 2 and Mahabharat for students of grades 3-5 highlight the importance as well as necessity of values in our lives.

This reminds me of a short story I had read recently about change and how our children can be empowered to take action to make a change.

The Araguaia River is one of the biggest rivers in Brazil. It is the home to thousands of animals, like bright blue and yellow Macaws. River dolphins swim and play in the water, and there are many different coloured fish.

In one town, a 13-year-old boy named Rhenan walked along the river every day. But looking at the river he was worried because there was trash everywhere. He saw plastic bottles, old clothing, and empty food packages. The water looked dark and ugly.

At school, Rhenan asked about the dirty river. "You wouldn't want trash in your house," said his teacher. "Think about the poor animals!" For days, Rhenan couldn't stop thinking about the river. It did not seem right to him that this big, powerful river was filled with trash. "It's hurting the animals in my area," he thought. "And it's also hurting the families who live here." Then Rhenan had an idea.



The next morning, Rhenan talked to his mother about his plan. He wanted to ask for everyone's help. Maybe if they all worked together, they could clean up the river! Rhenan's mother loved his idea, "I believe the most important thing for you, Rhenan, is learning how to change things that you care about. That will stay with you forever." She told him that she would help him too.

The next day, Rhenan went to the police department. And to the Mayor's office. He visited other schools, and offices, and businesses. Soon he had a big group of people who liked his idea! They all decided to meet at the river the next week. On the day of the river clean-up, Rhenan was excited - but he was also nervous. What if no one showed up? But when he and his mother arrived, there are almost a hundred people there, including many of Rhenan's friends.



Over an entire day, they all worked together to clean up the trash. They picked it up off the shore of the bank and pulled it out of the water. When they were done, they picked up almost a tonne of trash - the same weight as a car! As they worked, Rhenan noticed how everyone was laughing and smiling. "It felt good to help," he thought.

Once they had finished cleaning, they all talked in a big group. "We want to stop this problem from happening again," said a lady. The town decided to start with teaching everyone why throwing trash in the river was harmful. They also planned to help the river by planting more trees along the riverbank for birds and insects to live in. At the end of the day, everyone started to applaud. They were proud of the change that they had made - and the river rushed along beside them, clean and clear. "We would not have done it without you," they said to Rhenan. "Thank you for inspiring us to create change! What should we do together next?" Rhenan recognized the interdependence of people and the planet, and protecting both requires everyone to take action. It is important to care for the environment and protect ecosystems across the world.

[Acknowledgement – Adapted from <https://www.ashoka.org/en-us/to-clean-a-creek>](https://www.ashoka.org/en-us/to-clean-a-creek)  
Children take actions that impact tomorrow, only if we encourage them to be innovative and creative. It is important that they identify the problems around them, empathize with those who are facing the issue and look for innovative solutions. This would lead us to think of what opportunities are we providing to our children to develop their self-efficacy, resilience and grit. It is essential that all stakeholders collaborate to support students in their journey towards being independent along with being collaborative global citizens, who emerge as solutionaries and leaders of change!

On this note, I look forward to meeting you at our Annual Day celebration, where every students will contribute towards spreading the message of importance of values and assure us that our future is in safe hands!

Warm regards,  
Anjalika Sharma  
IBPYP Principal



# Message from the Center Head's Desk

Dear Parents,

Greetings!

We are delighted to share that The Gaudium School Nanakramguda has bagged multiple awards in different categories of "Times Pre School Rankings 2022", we have been ranked as the best preschool in 'Innovative teaching and learning' and in 'Safety and hygiene' categories.

The 3-way conference was conducted, and the first term reports have been published, sharing the students' learning, based on the subject specific learning outcomes. We have also reported students' self-evaluation details on the attributes of learner profile they demonstrated, and approaches to learning (skills) developed in this term.



Our 'Happy minds model' focuses on the holistic development of children as a key to growth. Active participation in different forms of learning and demonstrating their range of skills acquired, makes them happy and engaged learners.

Students are now gearing up for the Annual Day celebration with great zeal and enthusiasm.

We look forward to your continuous encouragement and support in your child's learning journey.

Warm regards,  
Sandhya Ramesh  
Center Head



# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being:

Students enjoyed practicing mindfulness exercises such as tree pose, mindful walking, shark fin breathing, volcano breathing, pinwheel breathing, mindful listening, kindness jar, discussed about emotions etc. These exercises helped the students to enhance their focus and understand their emotional state of mind.



## Core values

The core value for the month was 'Gratitude'. Students listened to the stories related to gratitude and shared their understanding about the word gratitude. Further they played quiz related to gratitude and shared different ways they can show gratitude. Students shared real-life examples where they expressed gratitude.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence:

Learners continued to demonstrate attributes of learner profile through various learning engagements and classroom discussions. They continued practicing jolly phonics and read Oxford Reading Book (ORT). Students reflected on the stories read during the library sessions and shared their understanding with their peers.



## Stakeholder Engagement

Students with great enthusiasm celebrated the children's day. They participated in various games throughout the day. Students were amazed as they watched their teachers perform on different cultural activities. All the stakeholders attended the three-way conference to reflect on the students' learning. Teachers shared their observations, shared feedback and feedforward about the student's academic progress.



# School Philosophy- 5 Developmental Pillars

**Global Leadership:** Students reflected on the previous essential agreements, reviewed them and co-constructed essential agreements. They reflected on their learning individually and together with their peers. They demonstrated the attributes of learner profile and ATL through various learning engagements and discussions.





# Professional Development

## Reading sessions:

As a team, we re-read, and reflected on the attributes of the IB learner profile, ATL and concepts.

## Attributes of the Learner Profile:

The learner profile supports students in developing international-mindedness and in taking an action for positive change. Students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes.

Students have a range of opportunities to develop, demonstrate and reinforce attributes of the learner profile in the daily life of the learning community. For example, these opportunities arise:

- as part of the school curriculum—through the transdisciplinary units of inquiry and through subject-specific investigations
- through interactions in a variety of learning spaces—in the library, music room, through social interactions—break/recess and lunch, sport and interest groups interschool sports events, assemblies, drama productions, sports days, and at home.

## Approaches to learning (ATL):

Approaches to learning (ATL) are grounded in the belief that learning how to learn is fundamental to a student's education.

Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.

By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners.

Self-regulated learners are agents of their learning. They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on the achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary



# Professional Development

## Concepts:

A concept is a “big idea. Concepts represent ideas that are broad, abstract, timeless, and universal. Concepts place no limits on the breadth of knowledge or the depth of understanding and therefore are accessible to every student.

Concepts help to:

- explore the essence of a subject
- deepen disciplinary understanding
- build the capacity to engage with complex ideas
- build understanding across, between, and beyond subjects
- integrate and transfer learning to new contexts.

Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based.

They represent the vehicle for students’ inquiry into the opportunities and challenges of local and global significance.

## Key concepts

The PYP identifies seven key concepts that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning.



# Learning and Teaching- Month Review

## Unit of Inquiry: Transdisciplinary Theme:

How we organize ourselves

### Central Idea:

Signs and symbols are part of human made systems that facilitate local and global communication.

### Lines of Inquiry:

- Signs and symbols
- Ways visual language facilitates communication
- Specialized systems of communication

### Key Concepts:

form, perspective, function

**IB Learner Profile:** Inquirers, Communicators, Knowledgeable, Caring

## Unit of Inquiry:

Students continued to inquire and discuss about the indigenous architecture. They observed the pictures of different buildings and structures of ancient days, shared their observations and understandings using grouping strategy. In the third line of inquiry students discussed the ways buildings impact the environment. They connected with the word problem and shared how would they solve a problem. Students reflected on the problems that arise due to excess construction of buildings. They empathized with the problem, defined it and within their groups they identified the root cause of the problem. The learners after discussion with their peer groups came up with different ideas and made a prototype to solve the problem using design thinking process.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students made transdisciplinary connections in language and further inquired about the structure of a sentence. Students deepened their understanding about structure of a sentence and explored about subject and predicate. They also connected with adjectives as describing words which helped them describe about the buildings during the show and tell learning engagement. Later students explored antonyms and played various quiz and games to enhance their understanding. They read stories from the classroom library and identified the antonyms and shared with their peers. Students enhanced their vocabulary during picture composition reflection. They discussed about the cause and effect of a problem. Students continued to practice jolly phonics and read ORT books to enhance their vocabulary and reading skills.

## **Transdisciplinary Math:**

Students made transdisciplinary connections in Math and inquired about different shapes used in buildings and in our daily life. They explored shapes and discussed about sides and corners. Later they observed pictures of 3D shapes and reflected on the differences between 2D and 3D shapes along with its properties. Students made 3d shapes using paper and shared about the edges, faces and vertices. Going further they explored about standard and non-standard units of measurements. They practiced measurement using different objects by measuring them with standard and non-standard units.



# Learning and Teaching- Month Review

**Drama:** Students chose the emotions - love , funny and sad and shared how they show them through their expressions. Each student was given an opportunity to choose an emotion and enact. Students guessed the emotions of their peers.

**PE:** - Students had a discussion on different types of jumping like forward and backward jumping. They explored standing board jump, and they demonstrated the same.

**Music:** Students were introduced to emotions and feelings through music. Students listened to the music and identified the emotions - happy, sad, scary, funny etc. Students revisited 'The Grandfather's Clock' and '500 miles' and practiced with the teacher using electronic keyboard as a resource.

**Art:** The students continued to explore the elements of art and were introduced to space. They defined the space and its importance in art. They identified and defined the positive and negative space in different artworks. The students created and shared a choice of artwork with their peers .They also discussed about texture. They tried creating an artwork using the combination of the elements of art of their choice. They then used the line, shape, colour, texture and space to create their own artworks and shared the artworks with their peers and the purpose of the elements of art used in their artwork



# Learning and Teaching- Month Review

**Dance :** Students learned full body movements and gestures like shake, jumps, turns, hand and leg coordination, footwork, locomotors and non locomotors.

**Telugu :** Students were introduced to Ta varg through rhymes, stories and objects. They revisited ka varg and cha varg letters. They also learned numbers 11 - 20 and wrote independently.

**Hindi:** Students were introduced to the mathra (ऐ, ओ, औ and औ, (लिंग) gender. They learned the formation of the mathras and also wrote words with their meaning using the same. Students framed simple sentences using these mathras..

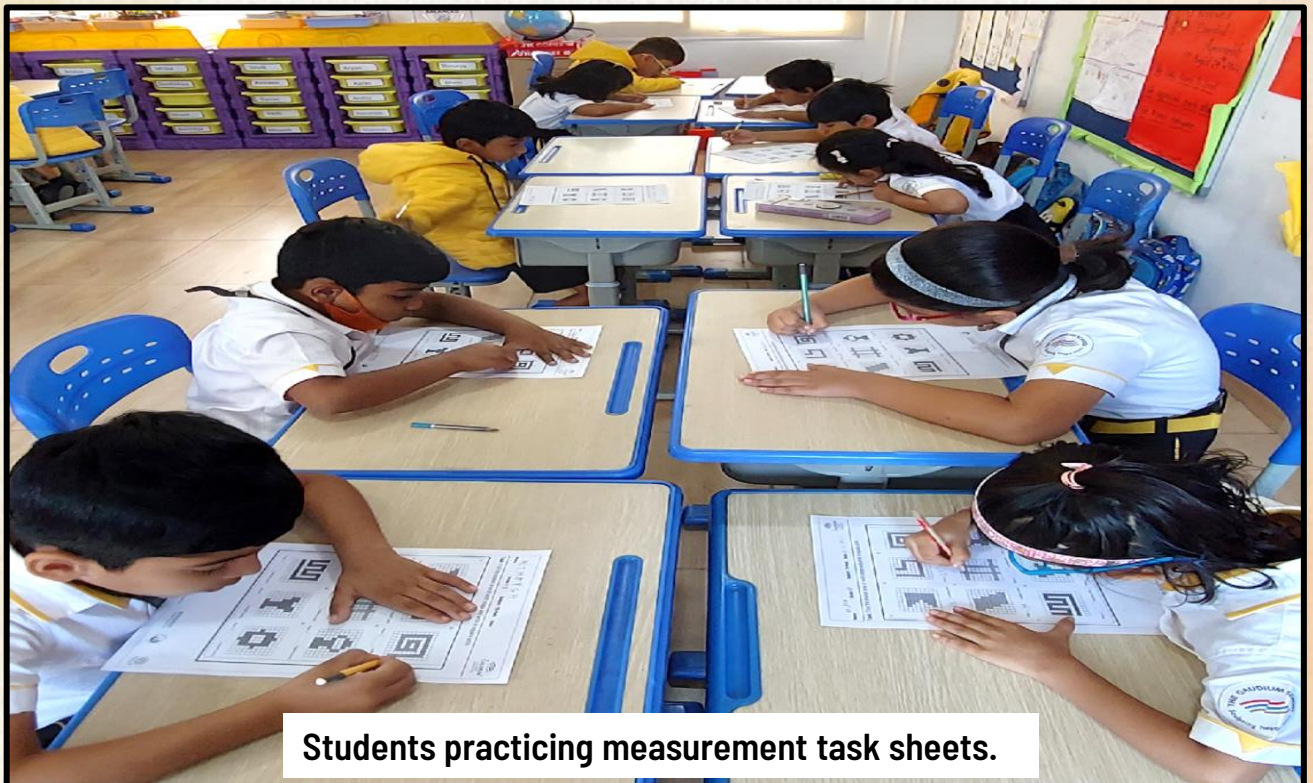
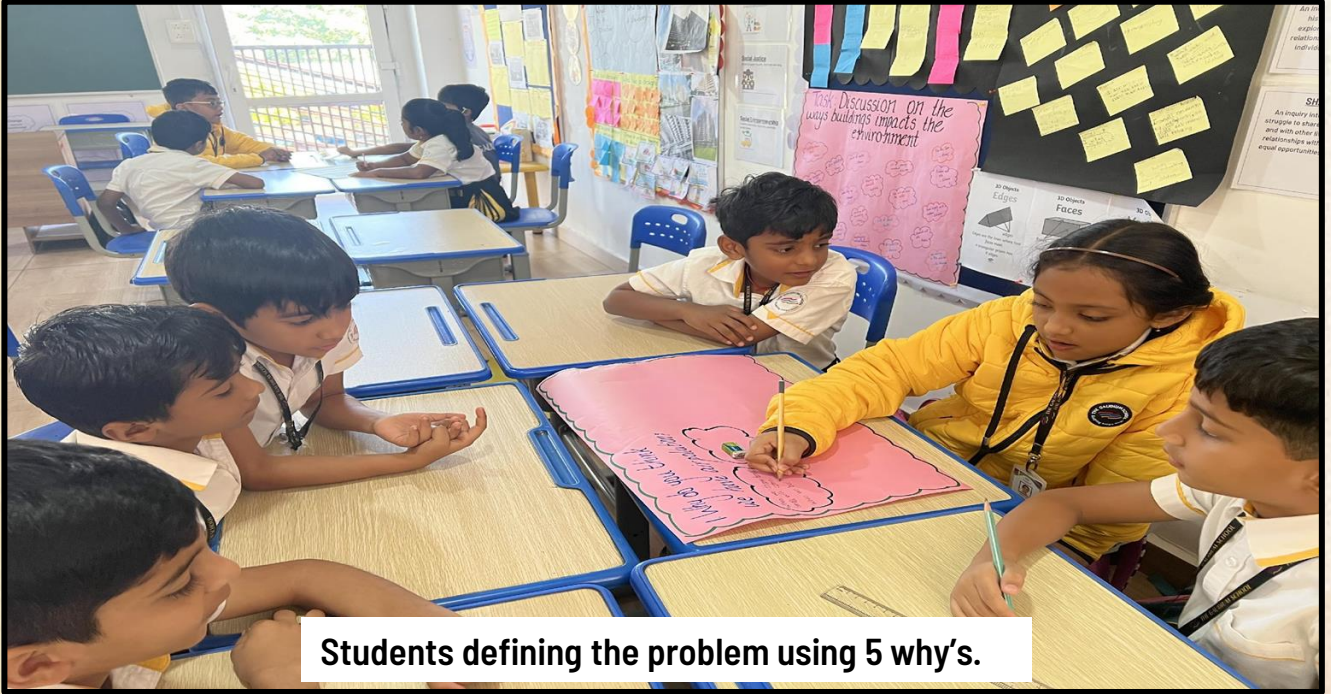
**French :** Students were introduced to shapes triangle, square, circle, rectangle, star etc. They learnt about classroom commands like listen, speak, stop, sit down, stand up etc. in French. They were introduced to 'indefinite articles' in French with animal names. They learnt the use of the possessive adjective 1st person "My" in French (mon, ma, mes). They learnt 'My birthday is on..., my friend name is ..., my favourite animal is ..., my best friend name is ..., my friends names are ... in French. They also watched a rhymes related to shapes, classroom commands, indefinite articles and animal names in French.

# Learning and Teaching- Month Review

**Spanish :** Students were introduced to shapes -triangle, square, circle, rectangle, ústar etc.. They learnt about classroom commands like listen, speak, stop, sit down, stand up etc., in Spanish. They were introduced to 'indefinite articles' in Spanish with animal names. They learned to use the possessive adjective 1st person "My" in Spanish (Mi, Mis). They also learnt how to say 'My birthday is on..., my friend name is.. my favourite animal is ..., my best friend name is ..., my friends names are ... in Spanish. They watched poem/rhymes related to shapes, classroom commands, indefinite articles and animal names in Spanish.

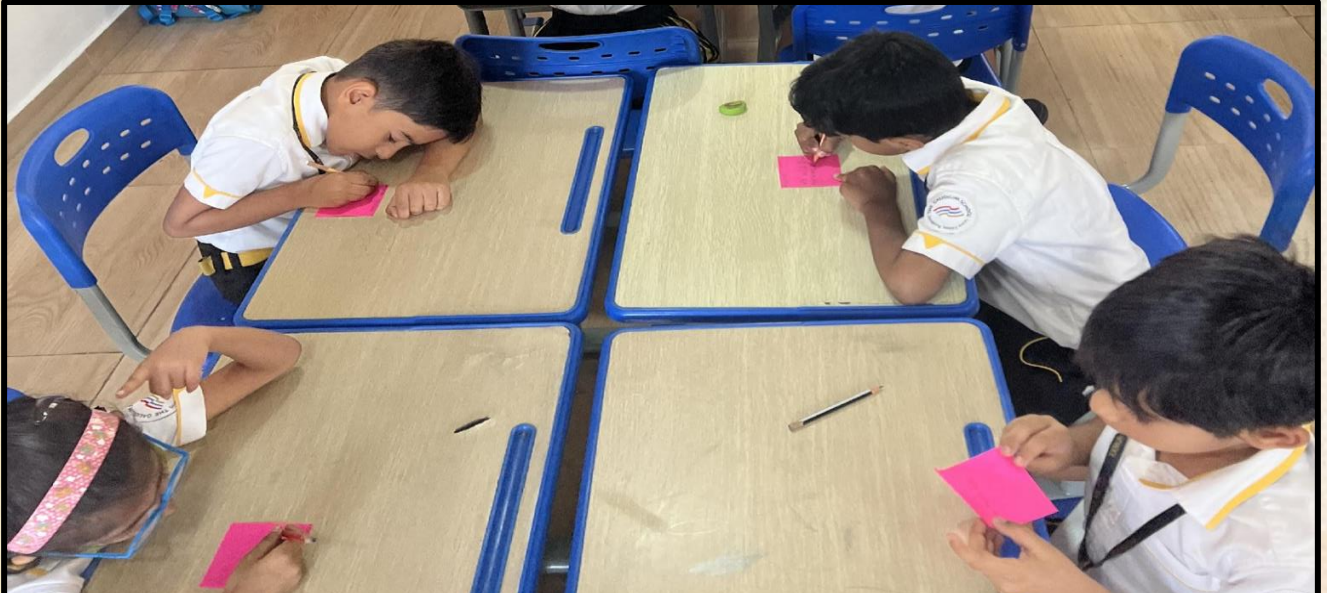


# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



Students reflecting on their understanding about structure of a sentence.



Students reflecting on their understanding about 2d shape properties.



# Learning and Teaching- Month Review



Students practicing full body movements during their dance class.



Students reflecting on the ways buildings impact the environment.

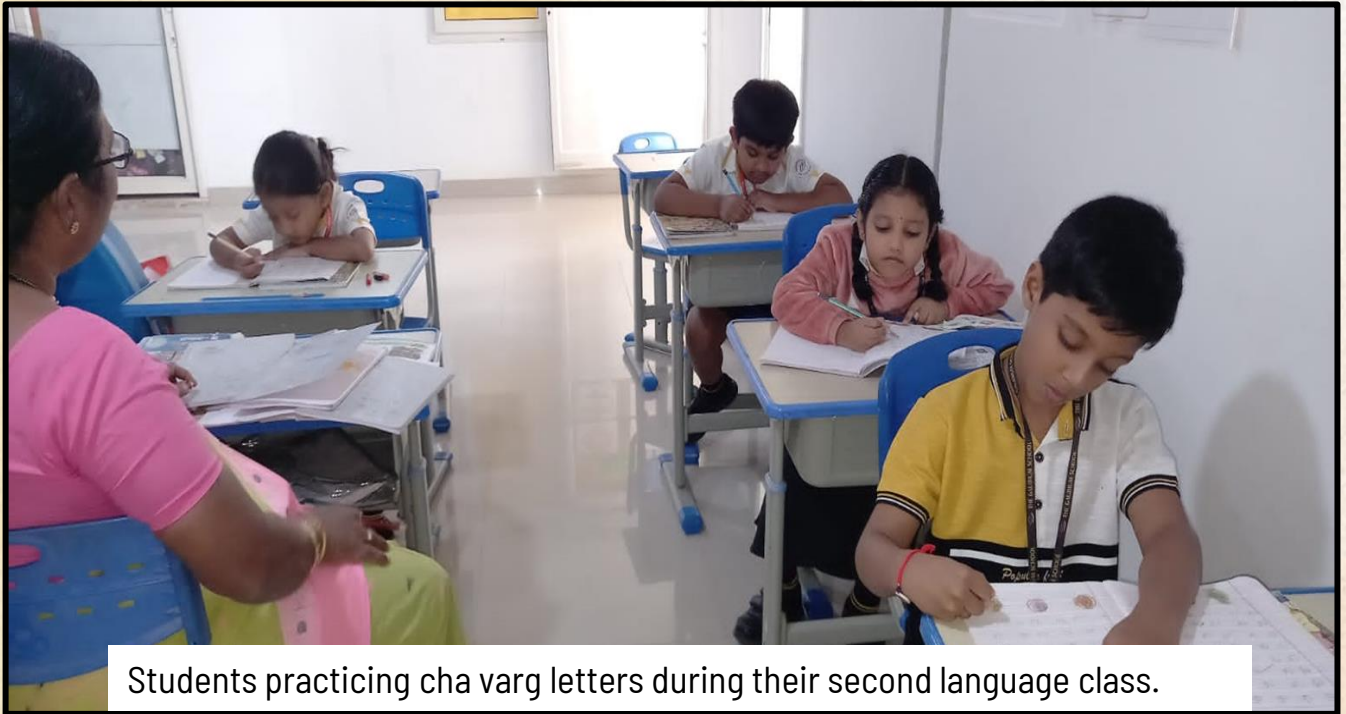


# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Children's day Celebrations





# Learning and Teaching- Month Ahead

## Transdisciplinary Theme:

Where we are in place and Time

## Central Idea:

Journeys create change and lead to new opportunities.

## Lines of Inquiry

- Types of journey
- Choices and planning for a journey
- Impact of journey on people
- Changes due to journey

## Key Concepts:

Form, Function, Perspective, Change

## Related concepts:

Consequences, Choice

## IB Learner profile:

Inquirers, Communicators, Balanced

## Unit of Inquiry:

Students will start their inquiry into the unit about journey. They will define the meaning of journey and describe various types of journey.

They will then find out about various choices made during a journey and how we involve in planning before and during a journey.

They will discuss how journeys impact people and various changes that occur due to a journey.

They will further discuss the meaning of change, opportunities, and choices.

## Transdisciplinary Language:

Students will describe pictures related to journey. They will be involved in show and tell where they will share about their experiences during a journey. They will reinforce verbs, nouns and adjectives during the unit.

# Learning and Teaching- Month Ahead

## Transdisciplinary Math:

In Math, students will explore the usage of time. They will read clocks to 'O' clock and half past. They will be introduced to calendar and how to read a calendar. They will also make connections to map and directions while inquiring about journey.

**PE:** Students will explore throwing and discuss side arm, over arm and under arm throw.

## Art:

The students will be exploring the use of elements of art to create different forms of artworks. They will be exploring the different artforms to enhance their creativity and inquire into the reasons why people create artworks.

**Music :** Students will revisit emotions and feelings through songs. Students will be introduced to carols and practice with the teacher using an electronic keyboard as a resource.

**Dance:** Students will be learning different elements of dance like group dancing , coordination, different patterns of hand and leg movements, uses of prop.

**Hindi :** Students will be introduced to the matra (अ and आ:). They will learn the formation of the letters and matras



# Learning and Teaching- Month Ahead

## **Telugu:**

Students will be introduced to the letters jha, ini through a story and treasure hunt. Children will also be engaged in learning how to read and write the letters. Revision of previous letters taught ka and cha.

**French:** Students will be introduced to my family and 'definite articles' in French. They will also learn fruit and vegetable names along with definite articles

**Spanish:** Students will be introduced to My family and definite articles in Spanish. They will learn fruit and vegetable names along with definite articles in Spanish.

## **Drama:**

Students will continue discussion on emotions, they will choose three emotion cards and share the way emotions have been expressed. Learners will identify different emotion that they come across while watching a video and share with their peers.



# Happenings Month Ahead

PYP Grades Nursery to Grade 2 Annual Day : **16th December 2022**

PYP Grades 3-5 Annual Day : **17th December 2022**

Middle & High School Annual Day **18th December 2022**

Special Assembly – Christmas : **23rd December 2022**

Holiday – Winter Break : **24th December – 3rd January 2023**

## **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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