



PRISM

Grade 2

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>

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 PYP Coordinator's Desk

Dear Parents,

Every individual is unique and has their own way of expressing themselves. Expression contributes to communicating one's thoughts, views and ideas to others. Art is considered to be one of the most powerful mediums of expression. A well-intended effort is made to facilitate learners with a platform to experience the various art forms and find their own talents and interest areas. These experiences and skills gradually help the learners to reflect on their own selves and become self-aware of their thoughts and views. They become confident and more open to expressing themselves to others. Art gives them a chance to make their imagination into reality. It has scope for rework and trying out different possibilities till one achieves self-satisfaction.



Art is an integral part of our curriculum and we facilitate the students with an understanding of the intricacies and enhancement of different skills leading them with opportunities to express themselves in a powerful way.

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Every child gets to experience a different form of art. They use their creativity and take up the first few steps of courage to express themselves to the audience. In these initial years, when their skills are refined, they need encouragement and others to believe in them.

Events like annual functions allow them to showcase their talents in front of a larger audience. A lot of time, practice and hard work are put in before the final show. During this course of time, our young learners have showcased all learner profile attributes. They have been caring and respectful while collaborating with students across grades, communicators while sharing their ideas, thinkers and principled during the practices etc.

Students are now all set to showcase their talent to their audience. Let's motivate and appreciate their efforts and help nurture their art skills.

Warm Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students and teachers continued practicing mindfulness everyday. They continued practicing mindfulness activities like shark fin breathing, Volcano breathing, Mindful walking, cloud meditation, etc. As part of well-being, the school counselors have begun conducting regular sessions about personal space.

Normal A

Raisin Meditation

23/11/22
Grade2D

How to practice it?

1. Holding: First, take a raisin and hold it in the palm of your hand or between your finger and thumb.
2. Seeing: Take time to really focus on it; gaze at the raisin with care and full attention. Let your eyes explore every part of it.
3. Touching: Turn the raisin over between your fingers, exploring its texture. Maybe do this with your eyes closed if that enhances your sense of touch.
4. Smelling: Hold the raisin beneath your nose. With each inhalation, take in any smell, aroma, or fragrance that may arise.
5. Placing: Now slowly bring the raisin up to your lips. Gently place the raisin in your mouth; without chewing, noticing how it gets into your mouth in the first place. Spend a few moments focusing on the sensations of having it in your mouth, exploring it with your tongue.
6. Tasting: When you are ready, prepare to chew the raisin, noticing how and where it needs to be for chewing. Then, very consciously, take one or two bites into it.
7. Without swallowing yet, notice the taste and texture in your mouth and how these may change over time, moment by moment.

45

8. Feel what is left of the raisin moving down into your stomach, and sense how your body as a whole is feeling after you have completed this exercise.

Benefits of practicing Raisin Meditation:

- Teaches you to focus on every minute details
- Helps you be aware and present in the moment

Resources required:

Raisins

Link for reference:
<https://www.youtube.com/watch?v=z2Eo56B1MM4>

Shanvi: we were mindful while eating raisin

Nihit: i enjoyed eating and taste better while eating raisin

Naishari felt and raisin smell better

Mekhashahit-i could smell and touched the raisin, it

AAdvika: we were mindful while eating raisin



Global Leadership

As part of the global leadership pillar, the students organised and conducted their weekly assemblies. They prepared their assemblies under the theme "How the world works".

Students discussed various problems they researched as a byproduct of various materials. How these byproducts impact our environment, humans and animals. They emphasized to the problem in the design thinking process. They connected the problems to the UN sustainable development goals.

They then defined the problem and came up with the problem statement in the design thinking process.

School Philosophy- 5 Developmental Pillars

Core values

As part of core values, teachers and students have been discussing and practicing "gratitude". They understood gratitude is the way of "appreciation" and "acknowledgement".

They discussed ways of showing gratitude to their parents, friends and community. Students self reflected on their practices to develop the Core Value.



Holistic Excellence

As a part of holistic excellence, students are continued doing jolly phonics and reading Oxford Reading Tree (ORT) books.

Students were engaged in salad making activity, where they made salad with their peers and learned the recipe as a part of their life skill activity

Students geared up for their Annual day practice. With a vitality students involved themselves in various dance, music and drama practices for the Annual day.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

The students of Grade 2 visited "Paper factory" and "Wood factory" to extend their understandings of the current unit "Materials" categorized under the theme "How the world works".



The students, parents and teachers were a part of their first PYP 3 way conference to discuss the performance, strengths and weaknesses of the students for term 1 and also to set goals for the next term.



Children's day was celebrated in school on 14th November, where teachers organised special assembly for students. It was a day full of excitement, fun-filled and memorable for students.

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- This Month

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 by-products.

Key Concepts:

function, change, responsibility

IB Learner Profile:

measurement
transformation,
industrialization

Unit of Inquiry:

Under the Transdisciplinary Theme "How the world works"

Students explored and inquired about materials, uses of materials, the changes materials undergo and to use the materials responsibly.

During the inquiry, students were excited to learn about the objects made out of different materials for example-How pencils are made?

The different processes involved to make different objects from different material. Students identified and discussed about reversible and irreversible change.

Students made connection with the flow chart to show their understanding on the manufacturing process of different objects.

Learning and Teaching- This Month

In order to have better understanding of the unit, students visited the paper factory and wood factory. They observed and reflected on the steps involved in making wardrobes.

They connected with the manufacturing process, product, by product of the materials. They also understood the importance of proper disposing the by products/ The disposition of the materials without harming the environment.

In this unit, students connected with design thinking. They read and learnt about the different stages of design thinking .To identify the real life problem and its application and usage in the design thinking process to find possible solutions. They discussed about action and how it will help them to continue with the inquiry.

Learning and Teaching- This Month

Transdisciplinary Language:

Students made transdisciplinary connections with collective nouns, question words, adjectives-degree comparison, verbs, tenses, and procedural writing. Students framed different questions through different question words. They connected with the action words and the different times of using the action words- present, past and future. They explored reading comprehension of tenses. Students made connections with procedural writing while discussing about the manufacturing process. They reflected by writing the steps involved in the process. They have tried to connect their learning and implement it with day-to-day life.

Transdisciplinary Math:

Students made transdisciplinary connections with the collection, recording and implementation of data. They also made connections with measurement, time and multiplication. To understand that time can be measured using different devices. They also explored and learnt about the "Multiplication" of single-digit and double-digit multiplication. They practised multiplication using repeated addition. Students also practised "Mental math" using different resources.

Learning and Teaching- This Month

French:

In the month of November, students learned about the classroom objects, colours and numbers by using small French phrases.

Spanish:

In the month of November, students learned about the classroom objects, colours, fruits and vegetables by using the articles.

Hindi-

During the month, the students were introduced to the ए और ऐ की मात्रा through the story – Mela. The students excitedly recognized the names of friends from their peers and discussed common words that included मात्रा. This helped in building thinking skills. Learners also learn to write words and build sentences using this मात्रा. The students learned the poem Rail Gaadi Mera Naam and recited it in class.

Students framed the sentences by looking at the pictures shown in class. Students tried to add sentences through Hindi puzzles.

Learning and Teaching- This Month

Telugu-

Students used stories and poems to identify and read simple words. Students sang the songs with a fine rhythm, and inquired about the context of the song.

Drama:

Students worked on the following areas demonstrating the attribute of a thinker for the month of November.

- Students will be given an expression to explore and connect to their real-life experiences.
- Enact the emotions with expressions.

Dance:

Students were introduced to a new set of dance movements' later they practiced the same on the count of eight to the music played.

PE:

In the month of November students explored about football and discussed about it. They were engaged in various types of physical activities while focusing on passing and running with the ball.

Music:

Elements of music - Pitch, Tune, and Rhythm They learned the new song "Yudh ka ye anth hai." Students revisited the elements of music: tempo and dynamics. They started Learning a French song, 'Alouette'

Students practiced the song "What a wonderful world" using the karaoke track.

Learning and Teaching- This Month

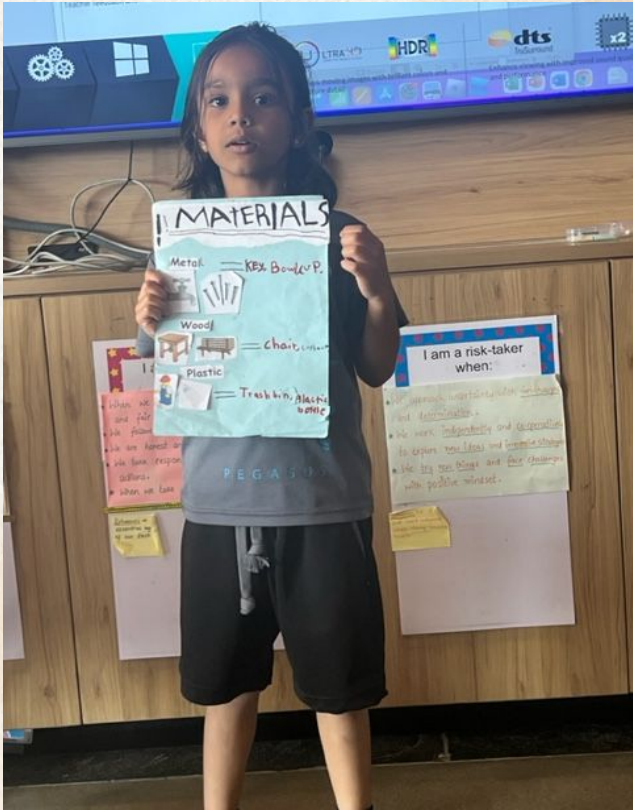
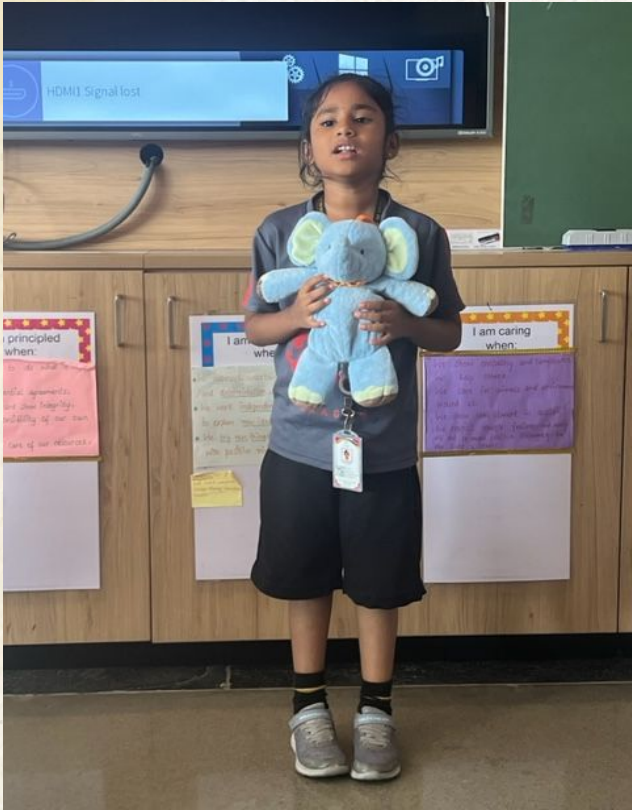
Art

Students were shown a poster selling artefacts and a collage. They could differentiate the textures which they could see in it. Students made connections to the collage as implied / artificial and the photographs of the artefacts as real. They were shown samples of collages to identify their purpose of it. Students discussed the features of collage.

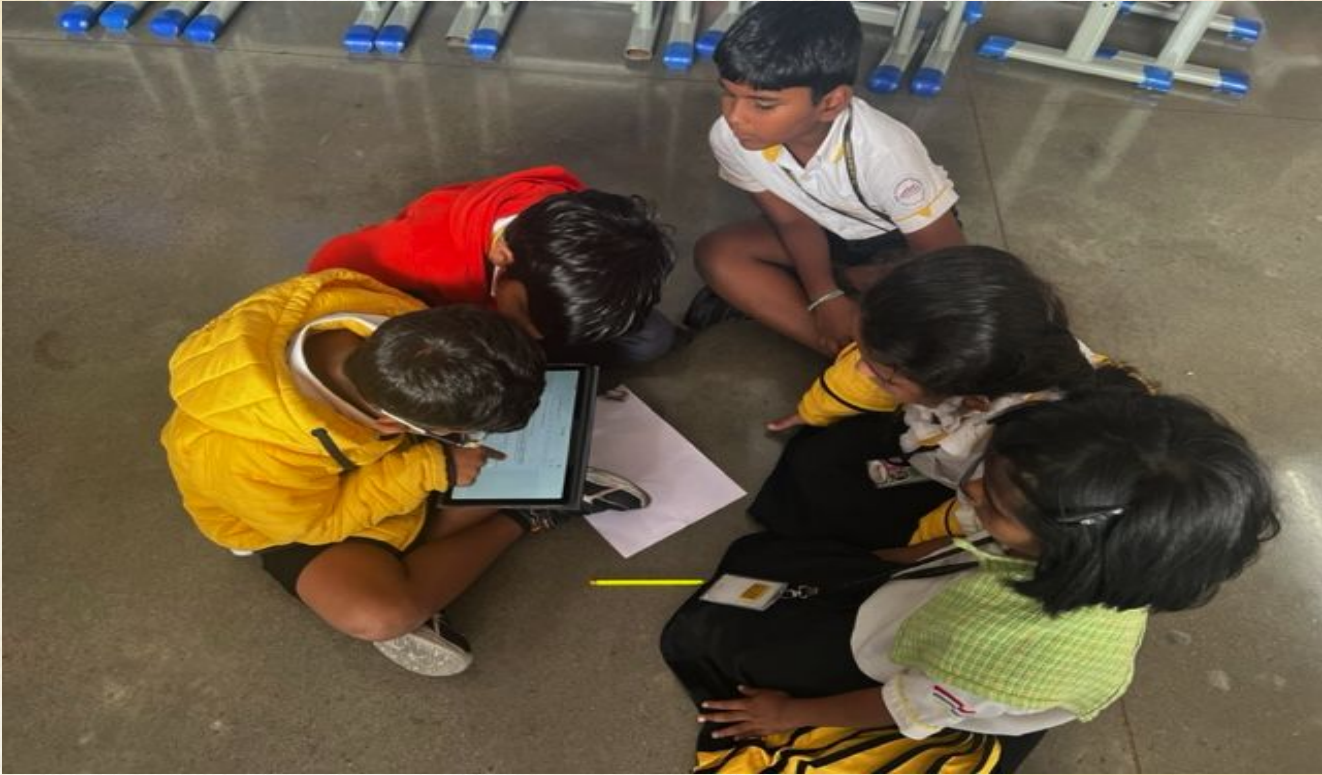
The students were introduced to texture as an element of art. They shared their knowledge about texture and the types of texture. Students differentiated the real/applied texture and the artificial /implied texture. They used the art vocabulary to describe the artwork and the techniques used in the artwork. Students created artwork with different textures and by using lines, shapes and colours. Students further completed their inquiry into elements of art space.

They defined the space, different types of space, positive and negative space, background, foreground, and middle ground. They inquired about the importance of space in the artwork and its features. Students created artwork by using any two forms of space.

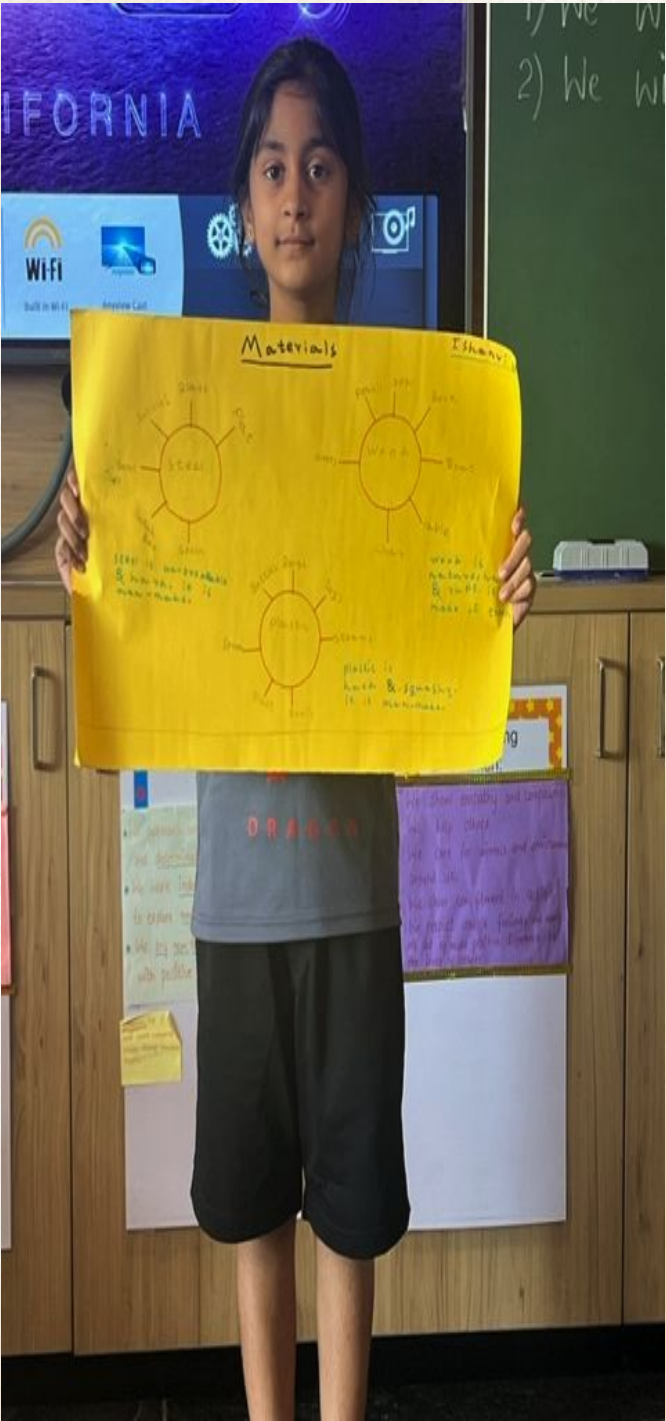
Learning and Teaching- This Month



Learning and Teaching- This Month



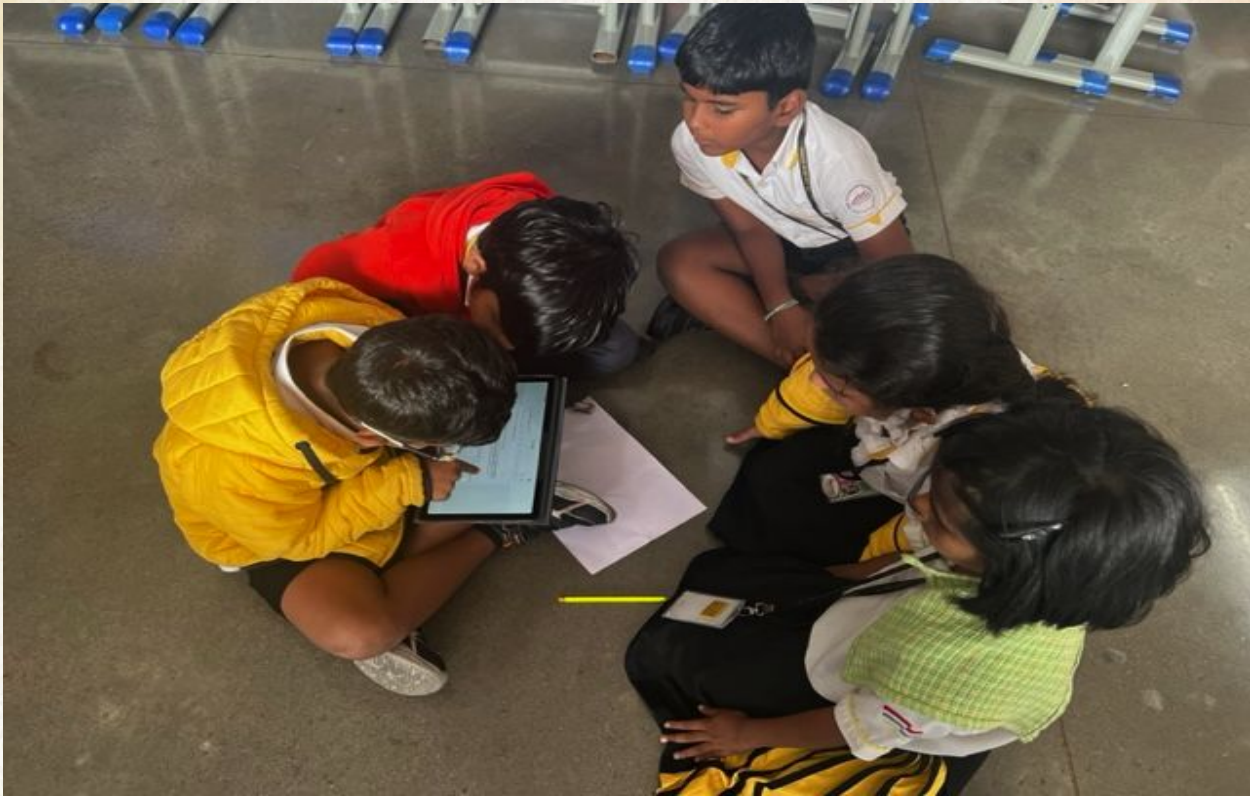
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching – This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Who we are

Central Idea:

Choices of role models reflect the beliefs and values of people.

Lines of Inquiry:

- Reasons for choosing role model
- Factors that determine our beliefs and values
- Influence of role models on people's choices and actions

Key Concepts:

causation, perspective, connection

IB Learner Profile:

Inquirers, Reflective, Communicators

Unit of Inquiry:

In the month of December, the students will be inquiring about the meaning of role models. They will understand the qualities of role-model and why do we need role model in our life.

They will also discuss the reasons for choosing a role model and how to be a role model to others. They will inquire about the character traits of a role-model.

They will deepen their understanding by discussing the meaning of values and beliefs. How they are different and how it affects people's choices and actions they take.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

In the coming month, students will make transdisciplinary connections with the nouns, homophones, adjectives and tenses. They will read and reflect on the biography and autobiography of different people.

Hindi:

In the coming month, students will be further introduced to the matra of ओ. They will also learn how to write a letter and word formation using these letters and matra. Students will learn sentence formation using this matra.

Transdisciplinary Math:

In this month of December, students will make transdisciplinary connections with data handling, timeline and simple arithmetic operations like 2 to 3 digit additions, subtraction. They will solve the word problems.

French:

In the month of December 2022, students will learn the vocabulary about house by using small phrases. They will develop language skills by interacting their daily communication in French.

Learning and Teaching- Month Ahead

Spanish :

In the month of December 2022, they will learn the vocabulary about house by using small phrases . They will use spanish in their day to day interaction and will develop their language skills in Spanish.

Telugu:

During the month of December Students will do the revision of full gunintaalu.They will continue the practice of reading simple sentences and will ask the content of the story with their peers.

Music:

Students will explore vowel singing using dynamics.They will learn the annual day songs. Students will explore musical instruments (wind, string, and percussion).They will continue learning the French song.Students will explore the vocal exercise by experiencing the vowel singing in a different rhythm.

Art: :

Students will be shown the pictures of the cave art form from India . They will list down the characteristics of the cave art. They will look at the figures, theme, color, and medium used in it. Students will discuss why it is called 'cave art" and when they think is the time period. They will draw pictures of the objects which they can see from their window by using the same characteristics.

PE:

Students will be learning football dribbling in the month of December. They will be engaged in various types of physical activities while focusing on dribbling using in-foot and out-foot in different directions.

Learning and Teaching- Month Ahead

Drama:

Students will work on the following areas demonstrating the attribute of a thinker for the month of December.

- Students will be given an expression to explore and connect to their real-life experiences.
- Enact the emotions with expressions.

Dance:

Students will watch one dance video for a new style (locking). Later they will learn hand and leg movements for the new dance style.

Happenings Month Ahead

PYP Grades Nursery to 2 Annual Day : 16th December

PYP Grades 3-5 Annual Day : 17th December

Middle & High School Annual Day : 18th December

Special Assembly – Christmas : 23rd December

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/>

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