



# 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>](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 pre-school 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 & Well-Being

Learners and teachers have been practicing mindfulness every day. The mindfulness exercises learnt were Tree Pose, Mindful Listening, Understanding Emotions Zone, Empathetic response, Shark fin breathing, Deep Relaxation/Body Scan, Cloud Meditation, Kindness Jar, Volcano breathing, Pin-wheel breathing, Mindful walking, Eating with Compassion.



## Core values

Core value for the month, 'Gratitude', was inculcated through various ways. Learners discussed the meaning of, 'gratitude'. They connected to stories related and shared real-life examples of where they have displayed gratitude.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

Learners engaged in inquiry and made transdisciplinary connections. They made connections with attributes of learner profile during the learning and teaching engagements.



## Global leadership

Learners demonstrated ownership for their learning by engaging well and sharing, how best they can learn and share their learning with others, what do they want to learn and how would they learn. They were also involved in making choices, while co-constructing essential agreements. Learners participated in class assemblies and were engaged in goal setting.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

Different events were organized to promote stakeholder engagement such as Children's day, Guest talk by our parent partner Ms Chetana & Ms.Swathi and field trip to wood factory – Modularts on the ongoing unit 'Materials' to deepen their understanding of different materials and it's uses.





# 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. They 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 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 byproducts

**Key Concepts:** function, change, responsibility

### Related Concepts:

measurement ,  
transformation,  
industrialization

## Unit of Inquiry:

Learners inquired further into the unit under the theme 'How the world works. They discussed the manufacturing process of different materials. They observed the process of making products during the field trip. They also identified the problems and challenges with the materials they have chosen. They used design thinking to find solution to the problems.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Learners made transdisciplinary connections to the unit through tenses and verbs. They also learnt the process of procedural writing and understood the use of articles in sentences.

## **Transdisciplinary Math:**

Learners made transdisciplinary connections with measurement and learnt to observe and read time using clock. They also explored the concept of money.

## **French :**

Students were introduced to numbers 21-50 and definite articles in French. They also learnt classroom objects in French along with definite articles and simple expressions like what is this? This is a pen etc..They watched short videos related to phonetics, numbers, definite articles and classroom objects names.

## **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.

**Telugu:** Students were introduced to ka to ana vattulu through flash cards and poem recitation. They also practiced framing simple sentences using two or three letter words.

## **Spanish :**

Students were introduced to numbers 21-50 and definite articles in Spanish. They also learnt the classroom objects with definite articles and simple expressions like what is this? This is a pen etc., They watched short videos related to phonetics, numbers, definite articles and classroom objects names.

# Learning and Teaching- Month Review

## **Music:**

Students were introduced to the music genre (different kinds of music) and comparison with the Indian classical and western classical music. Students were introduced to notations and different kinds of notes. Students revisited and practiced

–'Ho raat ka taara, Una paloma and We are the World' songs with the teacher.

**Drama:** Students were given a choice of situation and expression and enacted the same. They were shown 10 pairs of expressions and situations and the students co-constructed the assessment criteria.

## **Dance**

Students were engaged in full body movements and gestures like shake, jumps, turns, hand and leg coordination, footwork, locomotors and non locomotors skills.

**PE :**Students were engaged with the basic ball feeling like juggling, shifting, tossing and catching .They inquired and explored about the different throws in competitions and discussed to understand about the different types of throws in an athletics event. They also learnt under arm throws with proper stance and body position.



# Learning and Teaching- Month Review

## **Art :**

Students were introduced to texture as an element of art. They shared their knowledge about texture and the types of texture and also differentiated the real/applied texture and the artificial /implied texture. The students created an artwork with different textures using lines, shapes and colours. The 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 and also created artwork using any two forms of space.

# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



Group awareness session

Ex



# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



Introduced to full body movements and gestures





# Learning and Teaching- Month Review



Warm-up exercise



Introduced to the music genre



# Learning and Teaching- Month Review

## Practicing forming simple sentences



## Practicing procedural writing

# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Guest Talk On Materials





# Field Trip –Modul Arts (Wood Factory)





# Children's Day





# 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

## **Related concepts:**

identity, Opinion, choice, impact

## **Unit of inquiry:**

Learners will inquire into the unit under the theme 'Who we are'. They will understand the word role model and will discuss and identify the commonality and diversity between individuals.

Learners will choose a role model of their choice and will discuss the attributes of learner profile demonstrated by them.

## **Transdisciplinary Math**

Learners will inquire about timelines. They will also explore about bar graph.

## **Transdisciplinary Language**

Learners will be introduced to fact and opinion. They will also make connection with nouns and paragraph writing.

# Learning and Teaching- Month Ahead

**Hindi:** Students will be introduced to the matra (अ and आ:). They will learn the formation of the letter and words using these letters and matras, they will also learn to frame simple sentences.

**Telugu :** Students will be introduced to 'Ta ,to, na vattulu' through various learning engagements. They will also learn to frame simple sentences.

**French :** Students will be introduced to days of the week and months of the year in French. They will be introduced to 'Singular subject and 'Formal conversations' in French.

## **Spanish :**

Students will learn days of the week and months of the year. They will be to introduced to 'Singular subject pronouns and formal conversation in Spanish.

**Drama :** Students will listen to dialogues and guess the characters what they are feeling with their nature, behavior etc. and they will also predict the character



# Learning and Teaching- Month Ahead

**Music :** Students will revisit to the music genre (different kinds of music) and comparison with the Indian classical and western classical music. Students will revisit notations and different kinds of notes. Students will revisit and practice –Haraat ka taara, Una paloma and We are the World songs. Students will be introduced to Carols and practice with the teacher using Electronic Keyboard as a resource.

**Art :**  
The students will be inquiring into the changes in art from the ancient times. They will find the ancient art/cave art, the features and characteristics, and the process of change in the art with the time.

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

**PE :**Students will learn throwing skills. They will learn over arm, overhead throw throw,side arm throw using soft balls and sponge balls with proper stance and body position.

# 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.**

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