



# PRISM

Grade 1



# Message from the Principal's Desk

Dear parents,  
Greetings and welcome to a new year 2023!

New year is often associated with setting resolutions and goals to succeed. Success can be a challenging issue to take on, since it's not simple to define and can mean different things for different people. Sharing with you an interesting simple story about hard work and success.

Sports day was approaching, and everyone was very excited. All the children were practicing for the big race. Jim was one of the fastest runners and confident of winning. Hence, he was not worried and also not practicing like others. "You have to work hard and practice if you want to win Jim. You are not doing so at all", his mother sounded worried.

Jim smiles and replied-" Mom, you know how fast I can run. Why should I waste my time. I will win for sure. No one will win the big race but me".

His mother advised him that talent without hard work will not succeed and he will have to have to work hard. " This laziness and over confidence will cost you greatly" .



Jim laughed and could imagine himself taking the trophy after the big race. Time was Jim's friend and he had been practicing for the race. He was not as fast as Jim and hence set his goal. He practiced everyday till late night and over time built his endurance, will power and stamina. With few days left and sports day around the corner, Tim continued to practice rigorously while Jim was confident of his win! At last the sports day arrived. Students and parents began to arrive and cheer for the students participating for the race.



Signal was given to begin the race and the coach blew the whistle. All the athletes ran towards the finish line. Jim and Tim left everyone behind. They were running neck to neck. Suddenly Jim went ahead of Tim. The crowd cheered for Jim, and it was clear that he would beat Tim in this year's race too.

But a few meters away from the finishing line, Tim took speed and ran ahead of Jim to finish first. Everyone was surprised and praised him for his outstanding performance. Jim's mother came to congratulate Tim and said that "you deserve this for your hard work, focus and dedication". She looked at Jim, who was standing with his head down. She turned to Jim and said, "always remember talent without hard work, dedication and focus has no value. Time worked hard and won the race. I am glad that you have understood this lesson."

**Acknowledgement & adaptation-**

<https://www.bedtimeshortstories.com/hard-work-leads-to-success/amp>

When children work hard and achieve their goals, it gives them a sense of accomplishment and enhances their confidence. It in turn impacts their self-esteem, makes them emotionally stable, and help in their all-round development. We must ensure that all of us are role models for our children when it comes to hard work. We must share real life experiences and examples of hard work to help them understand its value. However, the most important point is to let children do their work themselves and always praise them for their efforts.

On this note I am filled with pride to share that our PYP Athletics girls team emerged as the champions at the PYP Hyderabad Network Athletics Meet and the PYP Athletics boys team, the runners up with a very small margin. Our students, PE teachers and coaches set goals, worked hard, and were supported by parents to ensure that they bring laurels to their school. We congratulate all the stakeholders for this achievement.

We consistently look forward to our collaboration to achieve great successes!

Anjalika Sharma  
IBPYP Principal



# Message from the Center Head's Desk

Dear Parents,  
Greetings!

Our learners are busy inquiring and learning about -who they are, how they connect to those around them and to their surroundings. Through play they are also learning about how things work by constructing, testing, confirming, and revising their early perceptions and ideas.



As the learning process evolves through individual and collaborative inquiry with peers, the learners are building upon their prior knowledge and their ATL. They have started expressing their ideas and opinions independently, and reflecting on their learning development too.

Action is integral to the PYP learning process and the foundation of action comes from developing an

understanding of self and a sense of responsibility towards relationship with peers and the wider community

They take action in response to experiences that are personally meaningful to them, demonstrating the link of their learning to real-life issues and opportunities.



Please do share with the us through mentors if your child is taking action by applying their knowledge in their daily life. The action may be short-term, or it could be ongoing. The action may not always be visible to others—it may simply be small acts that are part of the daily life of the student and can be individual or collective.

We look forward to your continuous encouragement and contribution 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 bee breathing, balancing self, balanced walking, back to back breathing, focus breathing, mindful observation (involving all the sensory organs), my strengths and challenges and personal goal setting. These exercises helped the students to enhance their focus and helped them in understanding themselves.



The session developed a positive outlook in students and to build coping strategies to deal with difficult situations. They were shown a few social scenarios which depict difficult situations which will bring out uncomfortable emotions. They also shared three coping strategies which will make them feel comfortable and watched a story which helped them to understand the importance of being positive, never giving up, utilizing strength and bravery. They were shown posters of Growth mind-set which can help to overcome obstacles they may face while learning something new or developing a new skill.



# 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 festival of kites, Makar Sankranti and Republic Day. They were dressed up in traditional attire and actively participated in celebrations.



# School Philosophy- 5 Developmental Pillars

**Global Leadership:** Students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements. They continued to take ownership of their learning by co-constructing success criteria and sharing their reflections. The students participated in the class assembly as well.



## Core values

The core value for the month was 'Perseverance'. Students listened to the stories related to perseverance and shared their understanding about the word perseverance. Further they read stories and watched videos on perseverance. Students shared real-life examples where they initially struggled in learning something but they never gave up.





# Professional Development

## **Design Thinking:**

Design thinking is a problem-solving approach that emphasizes empathy, experimentation, and iteration in the pursuit of creating innovative solutions.

A design thinking session was conducted by Ms. Arshi Munawar – Grade 4 Homeroom teacher and Ms. Seena Nair – Grade 3 Homeroom teacher. This session enabled them to better understand their students' needs and perspectives. By taking an empathetic approach, teachers can gain insight into the unique challenges and needs of their students, which can inform the design of their lessons and curriculum.

Design Thinking encourages teachers to take a more experimental approach to teach. By experimenting with different teaching strategies and techniques, teachers can gain a deeper understanding of what works and what doesn't in their classrooms

Teachers will be open to iteration and feedback. This can help them to make more informed decisions about how to improve their teaching, making it more engaging and effective, which can ultimately lead to better student outcomes.

## **Creativity in classrooms:**

We had a PD session on 'Creativity in classrooms' to reflect on the importance of encouraging young learners to think creatively. The session was conducted by Ms. Jhansi Laxmi Depa and Ms. Thripura TNS – PP2 Homeroom teachers from NNK campus. Teachers got an opportunity to work in collaboration with their team members and shared creative ways to take the learning forward in the classrooms. They discussed the benefits of creative learning methods in classroom as creativity promotes problem-solving skills, and the ability to focus, and allows learners to deepen their conceptual understanding.



# Professional Development

## **PYP Exhibition:**

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. The session was conducted by Ms. Koyel Das and Ms. Debolina Ghosal – Grade 5 Homeroom teachers. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative. We shared ways students explore multiple perspectives, be independent learners, and are responsible for their learning to take action. We also discussed the purpose, key features, and different roles, the importance of the timeline of the PYP Exhibition. The team members also shared the importance of maintaining the student, mentor, and teacher journals followed by the reflections.



# Learning and Teaching- Month Review

## Unit of Inquiry: 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:

Knowledgeable, Caring

## Unit of Inquiry:

The students continued to inquire and discuss about different types of journey. They read different stories related to each type of journey and shared their understanding. They also shared real life examples about their journey. While sharing examples they discussed how did they travel, their purpose of journey, etc., The students there connected with second line of inquiry, why it is important to plan a journey and why do people choose a certain place to go on a journey. They continued to discuss about planning for a journey and shared reasons why planning is important for a journey. They gained knowledge about how to plan a journey and there's a purpose/reason to go on a journey. Learners also discussed and shared what is the impact of journey and what changes does a journey brings in people's life.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students made transdisciplinary connections in language and further inquired about tenses. They explored different types of tenses i.e., past, present and future tense. They watched videos, read story books and identified tenses in them to deepen their understanding. They framed sentences using different tenses. They were engaged in various hands on learning engagements for further understanding of tenses. Later the students connected with journal writing and did brainstorming to understand what does a journal mean. They shared reasons why do we need a journal and designed their own journal and started writing about their day. 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 Calendar. They explored and shared what is a calendar? Why do we need a calendar? What is the purpose of a calendar? And why is calendar important in our daily life? Students were also given an opportunity to design their own calendar. They further connected with distance, money, time during the discussion of second line of inquiry. In distance they came on using a google map, where they see time, directions, kilometer and meter. They practiced conversions of KM to M and M to KM. They further inquired about different currencies used in various countries. They learnt reading time of half past.



# Learning and Teaching- Month Review

## **Drama:**

The students watched children's opera theatre shows.

They analyzed and imitated sound from the video. They identified the sounds and connected to the emotions. Students were shown a soundless video and asked to fill in/suggest sounds to create an effect. They watched the video with the original sound track and reflected on the same.

## **PE:**

Students had a discussion about throwing. They explored under arm throw, over arm throw and side arm throw. They also practiced the same with various learning engagements.

## **Art:**

The students continued to explore arts by combining the elements of art in different types of art. They continued their learning of different art forms like stamping and printing. The students continued with stamping using paint and things available as stamps. They continued to use tear and paste with different materials of daily use. They learned the tear and paste and used them in creating different artworks.

## **Dance:**

Students have learned lyrical dance through different body movements and gestures like hands extension, reaching, point, flexing, flowing, play, pause, hold.



# Learning and Teaching- Month Review

## Music:

Students were introduced to Sare Jahan Se Acha and We shall Overcome songs. They first listened to the songs to get in the tune of it. Students then practiced the songs along with the teacher with the help of Electronic Keyboard.

**Telugu:** The students were introduced to da,dha,na letters ,tha varg and pa varg letters through rhymes, storytelling and objects. They learned, wrote and had oral recitation of numbers from 11 to 20.

## Hindi:

The 'vyanjan' letters त varg was introduced to the students. They practiced pronunciation and writing letter. They learned क वर्ग and च वर्ग words and developed their vocabulary. Students enthusiastically practiced writing and pronouncing letters and words. Students were introduced to 'vyanjan' Akshar न, प, and फ through pictures, poems and stories. They revised the letters from क Varg, च Varg, ट Varg, and त varg letters. They identified, pronounced, and wrote the akshar न, प, and फ through objects and pictures which were shown to them. They were also introduced to the 'ब' and 'भ' letter through a presentation, story and poem. They practiced writing the letter and also made words using these letters.



# Learning and Teaching- Month Review

## **French:**

Students learnt names of school stationery and were introduced to how to ask 'What is this?' along with school stationery in French. They revised 1-10 numbers and learnt numbers 11-20 in French. They watched a short poem/rhyme related to school stationery, what is this? and numbers in French.

## **Spanish:**

Students learnt names of school stationery and were introduced how to ask 'What is this?' along with school stationery in Spanish. They revised 1-10 numbers and learnt numbers 11-20 in Spanish. They watched a short poem/rhyme related to school stationery, what is this? and numbers in Spanish.



# Learning and Teaching- Month Review



Students reflecting on their real life journey.



Students sharing the past tense form of the verb.



# Learning and Teaching- Month Review



Students roll the dice and share the past and future tense for the verbs.



Students practicing the dance moves during their dance class.



# Learning and Teaching- Month Review



Students reflecting on months of the year.



Students reflecting on days of the week.



# Learning and Teaching- Month Review



Students making art form using dip and dab paint.



Students making art form using elements of art.



# Learning and Teaching- Month Review



Students having a picture talk in Telugu.



Students practicing mindfulness back to back breathing.



# Learning and Teaching- Month Review





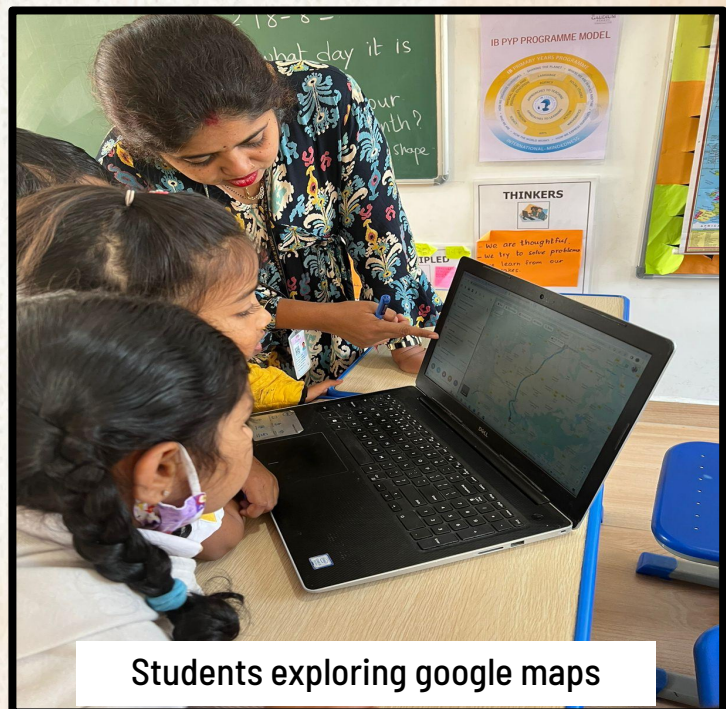
# Learning and Teaching- Month Review



Students exploring maps



Students designing calendar



Students exploring google maps



# Learning and Teaching- Month Review



Students practicing over arm throw ball.



Students practicing under arm throw ball.



# Sankranthi Celebrations





# Sankranthi Celebrations





# Republic Day Celebrations





# Learning and Teaching- Month Ahead

## **Unit of Inquiry: Transdisciplinary**

### **Theme:**

How we express ourselves

### **Central Idea:**

Imagination extends people's ability to think, create and express themselves.

### **Lines of Inquiry:**

- Ways people demonstrate and enjoy imagination
- Role of imagination in innovation
- Problem solving using imagination

### **Key Concepts:**

Perspective, function, connection

### **IB Learner Profile:**

Thinkers, Risk-takers,  
Communicators, Reflective

## **Unit of Inquiry:**

Students will inquire about imagination under the theme 'How we express ourselves'. They will unpack the word imagination and understand the terms 'image', 'imagine' and 'imagination'. They will further read a story 'Monster under my bed' and try to create their own monster in a creative way using their imagination.

### **Transdisciplinary Language:**

Students will inquire about stories, elements of a story, poems and conjunctions. They will continue to practice spellings, jolly phonics and reading ORT books.

### **Transdisciplinary Math:**

Students will continue to practice mental Math to improve their number sense. They would discuss about the word 'problem' and discuss the ways to solve a problem. Students will further explore repeated addition and repeated subtraction.



# Learning and Teaching- Month Ahead

## **Drama:**

Students will discuss the differences / similarities between the characters in a story/movie/ video drama. Students will be encouraged to act like their favourite character and the peers to guess what made their characters different - voice and tone.

Students in pairs will be given different characters to design and enact a conversation between them for 2 minutes and ensure that their voices match their characters.

## **Dance:**

Students will be continuing to learn lyrical dance with elements like:-

1. Level- The steps where dancer moves high, medium low in a different size.
2. Time- The speed of motion or music.
3. Energy- The amount of energy and sharpness in a movement.

## **Music:**

Students will revisit 'the grandfather's clock' and will be introduced to a Spanish song- 'Beunos dias song and Hello Bonjour'. Students will practice the songs along with the teacher with the help of Electronic Keyboard.

## **PE:**

Students will have a provocation of basketball game. They will participate in a discussion on basic skills of basketball. Students will explore some specific warm-up exercises related to basketball.

## **Art:**

The students will continue to explore arts by combining different types of artform. Students will be engaged in basic paper folding where they will fold paper in different ways to create craft work as demonstrated by the facilitator.



# Learning and Teaching- Month Ahead

## **Telugu:**

Students will be introduced 'ya to se' letters through storytelling, flashcards and rhymes.

They will be introduced to antonyms and synonyms of few words. They will be involved in writing between, before and after letters from the varnamala.

## **French:**

Students will be introduced 'Who is this?' along with vocabulary on professions in French. They will be exploring about France. They will be introduced to 'Colors' and 'Nationalities' in French. They will watch a short poem/rhyme related to who is this? and about France in French.

## **Hindi:**

Students will be further introduced to the letters म, य, र, ल, and व. They will read stories based on this letter and will learn poems and words related to these letters.

## **Spanish:**

Students will be introduced 'Who is this?' along with some vocabulary on professions in Spanish. They will be exploring about Spain. They will be introduced to 'Colors' and 'Nationalities' in Spanish. They will watch a short poem/rhyme related to who is this? and about Spain in Spanish.



# Happenings Month Ahead

**February 1<sup>st</sup> – World Read-aloud Day**

**February 3<sup>rd</sup> – Class photographs**

**February 13<sup>th</sup> to 17<sup>th</sup> – Health check-ups**

**February 21<sup>st</sup> – Mother Language Day**

**February 24<sup>th</sup> – Theatrical evening – Grade 2**

**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/>