



PRISM

Grade 2

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 success!

Warm regards,
Anjalika Sharma
IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parent,

Greetings!

One person has an idea but a team has ideas, the best bridge between one idea to many ideas is collaboration. Collaboration brings with it the opinions, thoughts, ideas and experiences of the entire team together. It helps in building onto a small idea and creating something bigger. Collaborative meetings also provide every team member to reflect on the practices, opening up opportunities to improvise and innovate.

In the words of Mr Dinesh Paliwal, "Collaboration is a key part of the success of any organization, executed through a clearly defined vision and mission and based on transparency and constant communication." The education industry is also changing with time, many practices are evolving and innovation is the key to succeeding in meeting the student's needs and requirements



This important skill is inculcated in our students from the start, they are encouraged to collaborate to plan learning engagements, finalise success criteria, set goals etc. While working as a team, students learn leadership skills, and listening skills, and learn to work as team players. When they share their knowledge with each other every group member gets a better scope of widening their knowledge and gaining conceptual understanding. They together construct their knowledge and learn together. Collaborating with each other also leads to the enhancement of critical thinking skills and higher-order skills in the students.

The world is changing at a faster pace, and every second there are advancements made. If we compare our childhood days with today's generation, we see that today the learning needs and learning styles of the kids are completely different. To meet these learning needs and styles, there is no particular approach or methodology which can be definitely said as a solution or pathway. Every child comes from a different background and has individual needs and interests. Keeping that in mind, educationists are constantly looking out for ways that are innovative.

Teachers come in together and brainstorm about a lot of things. They share with each other their experiences helping everyone. They collaborate to plan and reflect on their teaching and learning practices. Whether it is within the teachers from the same grade level or across the grades, everyone benefits from these meetings. These meetings are scheduled on a regular basis, wherein everyone shares their plans, experiences, challenges faced and innovative ideas. Many perspectives, strategies, resources and uses of technology, and knowledge are all readily available in these collaborative meetings.

IB educators also collaborate with educators working with different schools. SAIBSA, Job Alike sessions, social media platforms etc are a few ways where educators around the world collaborate. With Twitter, Facebook, WhatsApp, etc being on the tip of our fingers, it has become easy to communicate and collaborate with each other. It helps in understanding the sociocultural needs of people from different demographic regions.

As said by, Alexander Graham Bell, "Great discoveries and improvements invariably involve the cooperation of many minds." With all the other skills and knowledge, we educators collaborate to give our students the best.

Regards,
Durgesh Jadhav
PYP Coordinator

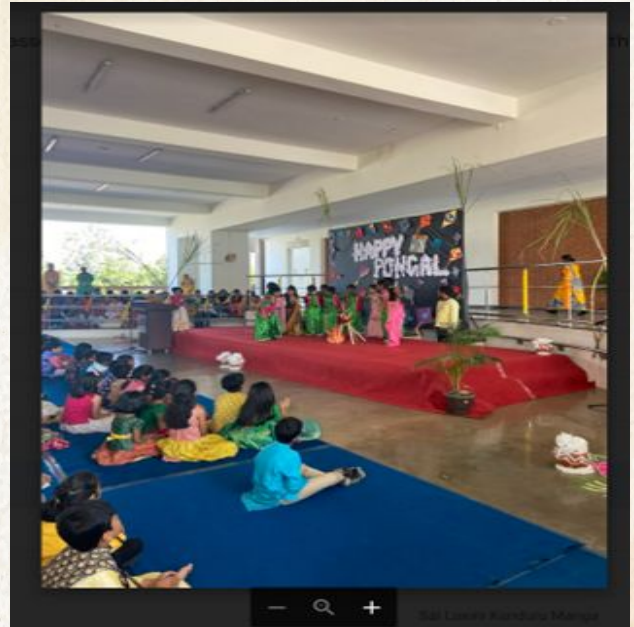
School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being

"Children Please be mindful", we elders often repeat ourselves.

The mindfulness techniques that we do every day, have time and again proven to calm the students enabling them to focus better. These activities provide excellent opportunities for the students to learn more about themselves, reflect on their realizations and share the same with their peers. Thus enhancing their critical thinking and communication skills.

Students continued to practice woodchopper breathing, heartbeat exercise, and mindful listening. The school counselors have conducted sessions on personal choices as part of well-being.



Global Leadership

Students continued to develop and demonstrate ATL and attributes of learner profile by participating in various engagements.

They participated in organizing and presenting the weekly assemblies.

The grade 2 team organized a special assembly to celebrate Sankranti, Pongal, and Lohri. It was a feast for the eyes to see the students dress up in ethnic wear for the event. Colorful kites and rangolis added up to the festivities.

The students shared reasons for celebrating the festivals. They sang Telugu songs, recited Hindi poems, and did Bhangra. The air filled up with joy and fervor.



School Philosophy - 5 Developmental Pillars

Core values

The students connected well with the importance of 'perseverance' which is the core value of the month.

They read stories, watched videos, enacted plays, and discussed ways in which the value can be inculcated, and made a personal strength.



Holistic Excellence

The students continued to explore the lives of their favourite persons, whom they consider their role models, sharing their understanding confidently with their peers.

The students continued practicing jolly phonics and reading Oxford Reading Tree (ORT) books. They regularly reflected on their strengths and weaknesses discussing ways to improve upon them.



School Philosophy - 5 Developmental Pillars

Stakeholder engagement

The grade 2 team organized a special assembly for Makar Sankranti.

The students sang songs in Hindi and Telugu. They also danced to spread their joy. The importance of Sankranti celebrations was shared in various languages with everyone.

The day was filled with excitement, enthusiasm, and jubilation.



School Philosophy - 5 Developmental Pillars



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 the NNK campus. Teachers got an opportunity to work in collaboration with their team members and shared creative ways to take learning forward in the classrooms. They discussed the benefits of creative learning methods in the classroom as creativity promotes problem-solving skills, and the ability to focus, and allows learners to deepen their conceptual understanding followed by reflections.

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.

Professional Development

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.

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 had a session with our IB PYP Principal, Ms. Anjalika Sharma where the team members were divided into various groups and were asked to design a provocation task, as well as learning engagements. They were also asked to share at least one resource for the given central idea. The team came up with their different perspectives followed by a group discussion.

We collaboratively discussed and concluded that learning engagements help students 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 the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

Learning and Teaching – This Month

Unit of Inquiry:

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:

Under the Transdisciplinary Theme “Who we are”, students inquired about the character traits of their role models.

They discussed the reasons for choosing a role model. They read the story of “Our beliefs” from get epic and shared their understanding of the terms – values and beliefs. They shared their personal and home values and differences between them. They discussed how they affect people's choices and actions they take.

The students also discussed how they get influenced by their role models and change their perspectives.

Learning and Teaching – This Month

Transdisciplinary Language:

Students made transdisciplinary connections with nouns, adjectives, character traits, adverbs, facts and opinions. They discussed what are inner traits and outer traits of the characters shown in the videos and also shared the inner and outer traits of their chosen role model. They read the biographies and autobiographies of different people.

They made connections with fact/opinion and adverbs and also shared their understanding of fact and opinion with real-life examples. The students further discussed where and how we use adverbs.

French:

In the month of January 2023, students revisited the previously learned vocabulary using phrases like C'est un- this is a, C'est une – this is a, Ce sont des- these are some, C'est le – This is the, C'est la- this is the, C'est l' – This is the, Ce sont les – These are the, Je veux- I want, Tu veux – You want, J'ai- I have, Tu as- You have, Je vois- I see, Tu vois- You see, Je suis- I am, Tu es- You are," to understand the definite and indefinite articles.

Transdisciplinary Math:

Students made transdisciplinary connections with the collection, recording and representation of data. They understood that data can be collected, organized, displayed and analyzed in different ways.

Students also made connections with the timeline while reading books on their favourite role-models. They also created their own timelines since childhood to grade 2.

We conducted the ongoing assessments for concepts covered so far and also continued practicing 3 and 4 digit addition and multiplication.

Hindi:

In the month of January, the students were introduced to the ओ की मात्रा through a story "ओ की मात्रा through a quote. Students identified the qualities of ओ की मात्रा and discussed common terms that involve it. This helped in building thinking skills.

The learners also learnt to write words and frame sentences using these matras.. The students wrote the difference between ओ और औ मात्रा in their notebooks.

Learning and Teaching – This Month

Telugu:

During the month of January the students practiced vattulu, ottu gunintas and ottu words. They were introduced to framing questions from the stories read. They practiced reading and writing the key words from the stories. The opposite words from stories were introduced and practiced.

Spanish:

In the month of January 2023, students learned the names of fruits, vegetables, classroom objects along with articles. They also learnt how to express themselves: "I like ...; I do not like..." in Spanish.

Dance:

Students watched a dance video for a new style (locking). They learned hand movements and leg movements for the dance style.

P.E :

In the month of January, students learnt football dribbling. They were engaged in various types of physical activities. The students learned how to focus on dribbling using in foot and out foot in different directions.

Music:

Elements of music – Pitch, Tune, and Rhythm and Dynamics

- Students explored vocal dynamics by singing seven musical notes.
- Students practiced vowel (A) singing in dynamics.
- They also experienced dynamics by practicing crescendo and decrescendo on a long and sustained tone.
- Students learned the song 'Alouette' (French children's song).
- Students explored musical instruments (string, percussion, wind/woodwind).

Learning and Teaching – This Month

Art:

In the month of January, students looked at some pictures of cave art from India and listed down their characteristics. They also inspected the figures, theme, colour / medium used in the pictures. They discussed Why it is called 'cave art' and what do they infer about its time period.

Students were given 4 situations from real life. They were asked to choose any one and draw using the elements of cave art.

They also looked at- 5 pictures of Warli art and guessed -. What, Why, How, and Where will they identify the features of Warli painting. Students drew a picture of what they see in their daily life and painted using water colours against a dark background.

Drama:

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

- Voice modulation in acting
- A dialogue with a different mood.

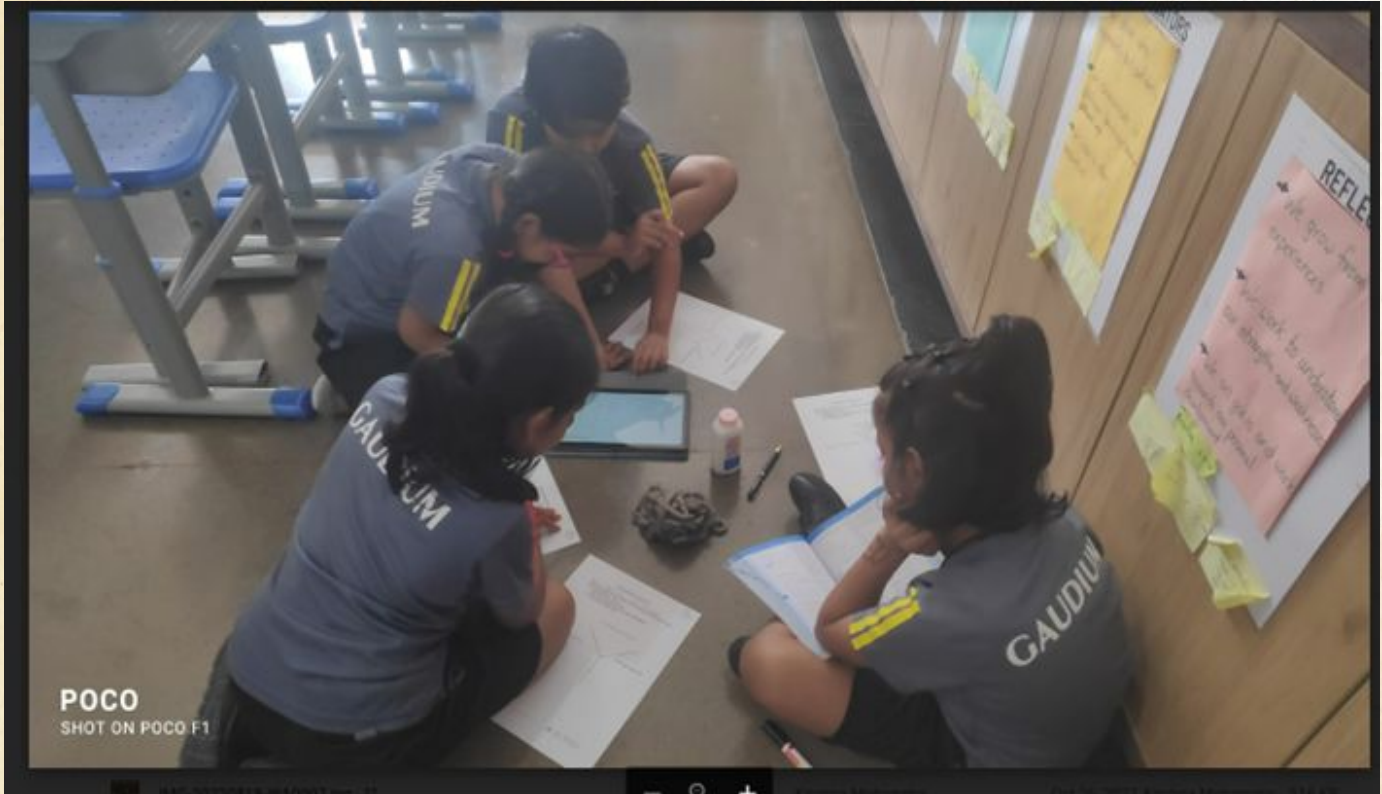
Learning and Teaching - This Month



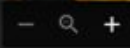
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme:

How we express ourselves

Central Idea:

Celebrations and traditions are expressions of shared beliefs and values.

Lines of Inquiry:-

- Reasons for celebrations
- Features of traditions and celebrations
- Meaning people assign to celebrations and traditions

Key concepts-

Perspective, Connection and Causation

IB Learner Profile:

Communicators, Open-minded, Inquirers

Unit of Inquiry:

Students will inquire into the meaning of celebration, tradition, beliefs, and values. They will be provoked to come up with the word, 'celebration' by using pictures and stories.

The students will discuss about what they celebrate and will list down all the celebrations that they have been a part of, or heard about. They will also share how they celebrate and the reasons for the same. Students will sort the celebrations as local, global, national, regional, and international.

They will further discuss the features of tradition and celebrations while deepening their understanding of the same.

Transdisciplinary Language:

The Students will make transdisciplinary connections with adjectives, picture composition, articles, letter writing, recipe writing, and descriptive writing. They will reflect on their understanding of picture composition by describing the given picture depicting celebrations.

They will deepen their understanding of letter writing by writing letters to their friends or family members inviting them to their birthday party.

They will engage in and reflect on their understanding of recipe writing.

Learning and Teaching – Month Ahead

Transdisciplinary Math:

The students will explore the concepts of the calendar, human graph, sorting, and measurements. They will interpret data using human graphs. They will sort numbers, shapes, colours, etc. while sorting different celebrations. The students will make TD- connection with the calendar while discussing the dates of different celebrations like the New year, Independence day etc.

They will also make a connection with measurement while doing the recipe writing.

Hindi:

In the coming month, February, the students will be further introduced to the अं की मात्रा. They will learn how to form words using letters and अं की मात्रा. Students will learn to frame sentences using the same.

French:

In the month of February 2023, the students will recall all the numbers and will learn how to express time in French. They will use their language skills in their daily communication in French.

Spanish :

In the month of February 2023, they will revisit the numbers, fruits and vegetables and colours. They will learn to frame simple sentences in Spanish. They will use their language skills in their daily communication in Spanish.

Telugu:

In the month of February, the students will be introduced to the remaining vattulu through stories and rhymes. They will be introduced to synonyms and will be given a practice for the same.

Music:

Students would explore the 'tempo' Element of music.

- Students would continue exploring musical instruments (wind, string, and percussion).
- They would learn about the different styles of music around the world.
- Students would explore the vocal exercise by experiencing the vowel singing in a different rhythm.

Learning and Teaching – Month Ahead

Drama:

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

- Voice modulation in acting
- A dialogue with a different mood.

Dance: The students will learn the next set of dance moves in (locking). and practice the same on count of eight on the music played.

PE:-

Next month, the students will reflect on the learning from previous classes. They will watch a video on football passing and receiving, and will share their understanding of the same.

The students will be taken to the ground, where they will practice passing and receiving the football with their peers.

Art: :

Students will be asked to observe 5 pictures of Madhubani art and will reflect on the following questions.

Where will they use?

How will they use?

When will they use?

Have you ever seen such type of art?

They will identify the features of Madhubani painting through a PPT. They will look at the figures, theme, colour/medium used to make the same. They will have a discussion on why it is called as madhubani art. The students will realize that people are using the same characteristics to do madhubani art even now. Students will draw a picture of whatever they see from their window. They will look at the sequence in the art form on the walls of their houses.

The students will look at pictures of native American people / Red Indians. They will locate America on the world map and guess the lifestyle of the people. They will observe the features of the Native American people / Red Indians. They will observe the head dress as well. Students will try to copy the picture of a native American – keeping in mind the facial features.

Happenings Month Ahead

February 1st – World Read-aloud Day

February 6th to 10th – PYP class photographs

February 13th to 17th – Health check-ups

February 21st – Mother Language Day

February 24th – Theatrical Evening

Our website:

<https://www.thegaudium.com/>

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

Learning blogs:

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