



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

Greetings!

Today, I look forward to sharing with you a wonderful story about facing uncertain situations specially when we know that it will bring change for us.

A stream, from its source in far-off mountains passing through every kind of countryside at last reached the sands of the desert. Just as it had crossed every other barrier, the stream tried to cross this one. But it found that as fast as it ran into the sand its waters disappeared. The stream was certain that its destiny was to cross this desert. Yet there was no way to get across. Then, a hidden voice, coming from the desert sand itself, whispered to the stream: 'The wind crosses the desert, and so can you.'

The stream grumbled that it was racing towards the sand with all its might, but that it was only getting absorbed. It pointed out that the wind could fly, and this was why it could cross a desert. By hurtling at things in your usual energetic way you will not get across,' echoed the voice of the sands. 'You will either disappear. Or become a marsh.



'But how can the wind carry me?' sobbed the stream. 'You must allow the wind to carry you over to your destination.' 'You can be carried but only by allowing yourself to be absorbed into the wind.' The sands whispered. The stream did not like the idea of being swallowed up by the wind at all. After all, it had never been absorbed before. It did not want to lose its individuality.

The wind', said the voice, 'Can help you. It will take up water, carry it over the desert, and then lets it fall again. Falling as rain, the water again becomes a river.' 'But how can I know that this is true?' moaned the stream. 'It is true,' said the voice. 'And anyway, if you don't listen to me, the best you can hope to is be absorbed forever.

But I just want to stay the same as I am!' wailed the stream. Whatever happens, you can't stay exactly the same as you are now,' the voice said. 'But if you act now, the wind will carry you away, so that it can re-form you into a wonderful new stream.' When it heard this, a shadow of a memory flitted across the thoughts of the stream. Dimly, it remembered a state in which it, or some part of it had once been held by the wind. It remembered that way back then, allowing the wind to swallow it up hadn't seemed like the most obvious thing, to do either.

So with fear, the stream raised his vapour into the welcoming arms of the wind. And the wind gently carried his vapour up, up and away. Letting it fall softly, as soon as they reached a mountain, many miles away. And because it had been so worried about what would happen, the stream was able to really appreciate its new home. With a sigh of relief it realised that it now knew what it really meant to be a stream.

Back in the desert, the sands smiled to themselves, saying: 'We knew all along that the stream would be just fine. Stretching from the mountains to the river as we do, we see this sort of thing every day.'

That is why it is said that the 'Stream of Life' is written in the sands.

(Acknowledgement- <https://idriesshahfoundation.org/pdfviewer/the-tale-of-the-sands-01/>)

We all know change is the truth, yet we fear it and resist it. We must look at change as transformation to help us introspect our inner strength, our vision and our purpose. Change challenges us to unlock our potential, to grow from where we are comfortable and rediscover ourselves. Let us help our children prepare for a rapidly changing world, by accepting challenging situations and looking for innovative solutions. In reality, we will unlock their potential to be ready for their world!

Warm regards,

Anjalika Sharma

IBPYP Principal

Message from the Center Head's Desk

Dear Parents,

Greetings!

Our curious learners explored and observed the world around them through various learning engagements.

We support the Mother Language and cultural development of all students as it helps in improving the critical thinking skills. It also provides the child with a sense of belonging and helps them understand their roots.

International Mother Language Day' was celebrated to appreciate diversity and to instill pride and love for our mother tongue. Learners enjoyed listening to stories and rhymes in their mother tongue and felt delighted to communicate their feelings in their mother language.

As part of inquiry a strong emphasis is given on students' finding the required information and constructing their own understanding. Our grade 1 learners went on a Field trip to "Birla Science Museum' to observe and explore about the



role of imagination leading to different inventions and innovations.

Under the theme 'How we express ourselves' PP1 learners are collecting information through guest lectures and extending their understanding through various hands on learning engagements.

Grade 2 students communicated a message related to UN sustainable goal and created awareness amongst the audience through a theatrical performance.

The learners are busy in collating information and expanding their knowledge through various resources. As stakeholders, you may engage in following ways to collaborate and support your child's learning-

- 1) Spending quality time with your child to allow them to share their day's learning at school in different areas.
- 2) Encourage love for reading and to improve literacy skills, by allocating specific time for reading. You may read stories along with your child.
- 3) Discussing if they need any additional support in any area and extend support in their inquiry at home as well.
- 4) Identifying and acknowledging any attribute of the learner profile they demonstrate or any action they take as a result of their learning.
- 5) Being in regular contact with your child's mentor and being aware of areas of strength and improvement.

We will continue to provide and support purposeful learning through opportunities for developing resilience and perseverance for building growth mindset, instilling sense of ownership in our students with continuous collaboration. We value your cooperation, support and trust towards this.

Sandhya Ramesh

Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness & Wellbeing

Students enjoyed practicing breathing exercises like Rainbow breathing , popcorn breathing and square breathing . They also practiced mindful exercises such as flower pose and Muscle scrunch and relaxation. They were able to share about their personal goals and self expressions.

Students had their health check-up by the Medcover hospital team for their physical well-being.



The students listened to a peaceful wind chime sound for them to focus on all the positive aspects of their lives. Students created a hand and labelled each finger with the names of the five people they wanted to thank on a piece of paper. They heard a tale about being thankful and made a 'Thankful feather' and gave it to peers who they are grateful for.

School Philosophy- 5 Developmental Pillars

Core values :

The core value for the month was 'Perseverance'. Students continued to learn the meaning of "perseverance". They listened to different stories on perseverance and shared how do they show perseverance in their lives during assembly .



Global Leadership:

Students were engaged in reflecting on their learning, identifying areas of improvement, and setting goals. They also shared their learning from the class through class assembly.

School Philosophy- 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students were able to identify the problems and were able to find possible solutions by using design thinking process. Students continued reading ORT(oxford reading tree) books .They enjoyed the reading sessions in the library.



Stakeholder Engagement:

Students celebrated ' international Mother language day' with great enthusiasm. They participated in rhymes, poems and story sessions along with their peers and teachers across the school. Students also enhanced their learning by visiting 'Birla planetarium'. They were able to explore different inventions etc. They also celebrated World read aloud day where a mystery reader read a book. It expands their interest in books, vocabulary, comprehension, grammar, and attention span.



Professional Development

School policies:

We reflected and reviewed the Library, Inclusion, Admission, Academic Integrity, Language, Assessment, Homework, IT, and code of conduct policies. The teachers in groups read the policies and reflected on their implementation in the classroom and school. They shared their perspectives and posed questions to deepen their understanding. They documented the review process and the points for celebration as well as further development.

ILD Session:

The team-building activities were conducted by Ms. Prutha, Ms. Hadiya, and Ms. Nanitha from the ILD for the teachers. Team building activities help to cooperate and collaborate in problem-solving, develop empathy and trust in the group and yourself, enhance creativity, and boost self-esteem.

The team building session was followed by an interactive session where teachers discussed effective methods of being connected with the stakeholders and positive ways to help the students in their academic, social, and emotional well-being.

Assessments:

We had a PD on assessments conducted by Ms. Puja and Ms. Aparna from NNK campus.

- Assessment is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.

- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and communicated

Characteristics of effective assessment:

- Authentic: It supports making connections to the real world to promote student engagement.
- Clear and specific: This includes desired learning goals, success criteria and the process students use to learn.
- Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- Developmental: It focuses on an individual student's progress rather than their performance in relation to others.

Professional Development

- Collaborative: It engages both teachers and students in the assessment development and evaluation process.
- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning

PYP Planners:

We had a PD session on the importance of IB PYP Planners conducted by Ms. Smita Parikh and Ms. Azra. The PYP planner has been developed for use by all teachers whose teaching is organized around the exploration of a central idea. All teachers, including single-subject teachers, should be using the planner to facilitate the collaborative planning process and ensure that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum.

The planner is to be used to facilitate more extensive inquiries. All teachers in the school have a responsibility for developing or contributing to the development of planners to support the units of inquiry documented on the programme of inquiry.

Teachers had an opportunity to collaborate with different grade-level team members and shared their ideas and completed the three sections - Reflecting and planning, Designing and Implementing, and Reflecting on the planners followed by sharing their reflections.

Learning and Teaching- Month Review

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:

function, connection,

perspective,

IB Learner Profile:

Empathy, transformation, problem solving.

Unit of Inquiry:

Students began their inquiry by exploring a story. They were able to come up with the picture of the character using their imagination. During the unit, learners understood the meaning of the words 'innovation', 'invention' and 'imagination'. They learnt about different inventors and their inventions. Learners were able to identify the problems and were able to find possible solutions by using a design thinking process. They made prototypes and shared the ideas to solve the problems. Design thinking enhanced their critical and creative thinking skills.

Learning and Teaching- Month Review

Transdisciplinary Language:

In connection with the Unit Of Inquiry, the students made transdisciplinary connection with elements of a story and elements of a poem. They were engaged in various hands-on learning engagements for further understanding the elements of a story and a poem. They were able to frame their own stories and poems using the key elements. Students were also introduced to the concept of pronouns. They watched videos, read story books and identified pronouns in it to deepen their understanding. They framed sentences using different pronouns.

Transdisciplinary Math: Students made a transdisciplinary connection with multiplication. They explored different strategies to solve the multiplication equations such as repeated addition, array, equal groups, skip counting. They revisited the concepts of addition and subtraction.

Drama:

Students discussed the similarities and differences between characters in a story / movies / video and drama. They enacted their favorite character and others to guess what made their characters different focusing on the voice and tone used.

PE:

Students had a discussion about a basketball game and the basic skills related to it. They explored specific juggling warm-up exercises in basketball. The students explored basic stance in basketball.

Learning and Teaching- Month Review

Art:

Students explored the different ways a paper can be used creatively in art and used the colour paper to cut and paste to create their artwork. They also tried paper folding (origami) to create their artworks and inquired further how it can be used. The students continued their inquiry about the types of art - clay modeling. They were shown artworks using clay modeling and different materials that can be used in clay modeling.

Music:

The students practiced a Spanish song- 'Beunos dias song and Hello Bonjour'. They practiced the songs along with the teacher with the help of Electronic Keyboard.

Dance:

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

Hindi :

Students were introduced 'प' varg letters ब, भ and म through pictures, poems, and stories. They revised the letters from 'k' varg to 'Ta' varg letters. Learners enthusiastically identified, pronounced, and wrote the Akshar ब, भ and म using objects and pictures which were shown to them. They were also introduced to 'य' वर्ग letters य, and र through a presentation, story and poem related to letter य. They could identify and write the letters य and र. They also learnt how words are formed by using these letters.

Learning and Teaching- Month Review

Telugu:

Students were introduced to ya to se letters through storytelling, flashcards and rhymes. They also wrote between, before and after letters from the varnamala.

French:

Students were introduced to 'Who is this?' along with vocabulary on professions and nationalities in French. They identified and researched a few information about France. They were introduced to 'Colors' in French. They watched a short poem/rhyme related to who is this? and about France in French.

Spanish:

Students were introduced to 'Who is this?' along with vocabulary on professions and nationalities in Spanish. They researched and identified a few information about Spain. They were introduced to 'Colors' in Spanish. They watched a short poem/rhyme related to who is this? and about Spain in Spanish.

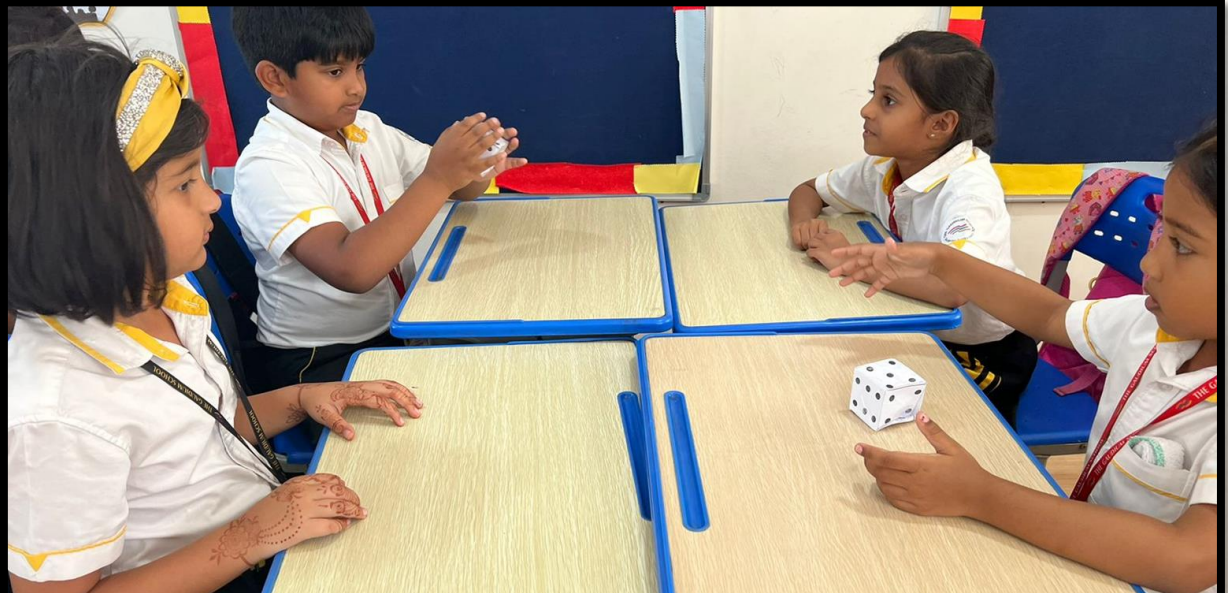
Learning and Teaching- Month Review



Students exploring a Math learning engagement.



Students extending and sharing their learning in their French class.



Students forming multiplication equations using dice.



Students sharing their learning in Hindi class.

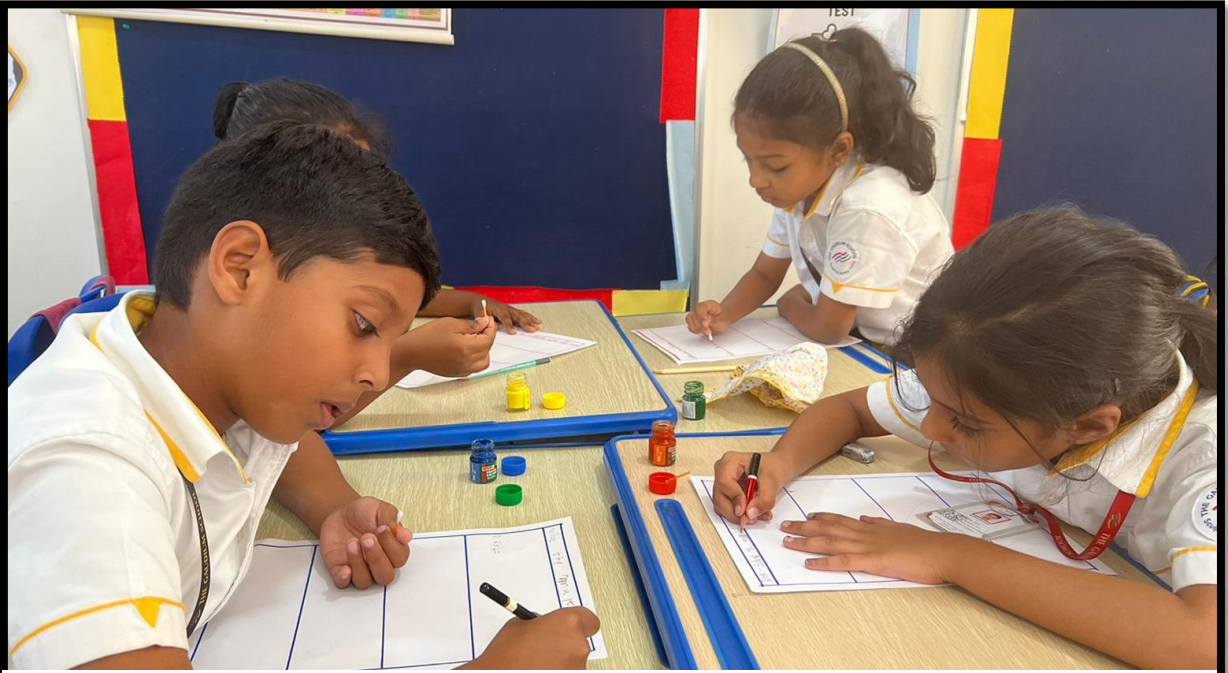


Students taking their research forward using a book on inventions



Students sharing their learning from the unit of inquiry.

Learning and Teaching- Month Review



Students solving equations through array.



Students identifying words during an inquiry session

Learning and Teaching- Month Review



Students practicing dribbling during basketball.



Students participating in a reading session

Learning and Teaching- Month Review



Students practicing different postures in gymnastics class.



Students practicing the dance moves during their dance class.

Learning and Teaching- Month Review

Students exploring further about the unit of inquiry through a visit to Birla planetarium during a field trip



Learning and Teaching- Month Review



Students practicing kicking during a football session.



Students creating an artwork using different shapes cut outs.

Learning and Teaching- Month Review



Students participating in a health checkup.



Students reflecting during an inquiry session.

Learning and Teaching- Month Review



Students performing in a drama session.



Students sharing their learning during their class assembly.

Learning and Teaching- Month Review



Students reflecting during an inquiry session.



Students participating in a reading session.

Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

Sharing the planet

Central Idea:

People interact with, use and value the environment in different ways.

Lines of Inquiry:

- Natural and human made elements of the environment
- Ways environment addresses people's needs
- Importance of space in the environment

Key concepts

Function, connection, responsibility

Related concepts:

conservation, development, sustainability.

IB Learner Profile:

Caring ,Knowledgeable, Principled

Unit of Inquiry:

The students will begin the unit by exploring the meaning of the term 'Environment' and how the environment addresses people's needs . They will learn the elements and differences of natural and manmade objects. During the unit they will also understand about the importance of space in the environment.

Transdisciplinary Language:

The students will inquire about syllables, adverbs, report writing and extempore. they will continue to practice spellings, jolly phonics and reading ORT books.

Transdisciplinary Math:

The students will continue to practice mental Math to improve their number sense. Students will further explore division through repeated subtraction, symmetry and fraction through various learning engagements.

Learning and Teaching- Month Ahead

Transdisciplinary Math:

Students will continue to practice mental math to improve their number sense. Students will further explore division through repeated subtraction, symmetry and fraction through various learning engagements.

Art: The students will be exploring masks of different countries and its features. They will create a mask of their choice. The students will be encouraged to enhance their observations skills using different artwork.

Music: Students will discuss melody, pitch, and rhythm in the class. Students will practice "Una Paloma Blanca" song with the teacher with the help of Electronic Keyboard.

Drama:

Students will create / recreate a scene with characters and situations of their choice. Once they make this decision, they will work on their body language and voice to create an impact.

PE:

Students will explore ball handling. They will have a discussion on dribbling the ball and explore variation of pass Chest pass, bounce pass and overhead pass.

Learning and Teaching- Month Ahead

French :

The students will revise 'Family' vocabulary, colours, and all the learnt vocabulary in French. They will be learning 'Informal conversation' in French. They will watch short poems/rhymes and videos related to the above topics in French.

Spanish:

The students will revise 'Family' vocabulary, colours, and all the learnt vocabulary in Spanish. They will be learning 'Informal conversation' in Spanish. They will watch short poems/rhymes and videos related to the above topics in Spanish.

Dance : Students will be learning dance based on expression "fear" with elements like level, time and energy.

Hindi:

Students will be further introduced to the letters 'य' varg (ल,व,श,ष). They will read stories based on this letter and they will learn poems and words related to these letters.

Telugu:

Students will be introduced to sha to ra letters through pictures, videos and objects. They will revisit the Varnamala and poem recitation.

Happenings Month Ahead

Grade 1 Theatrical Evening:	Friday, 3rd March
Women's Day Celebration:	Tuesday, 7th March
Holi (Holiday):	Wednesday, 8th March
PYP Student Led Conference:	Saturday, 18th March
Ugadi (Holiday) :	Wednesday, 22nd March
Ram Navami (Holiday) :	Thursday, 30th March

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/>