



PRISM

Grade 2

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://idriessshahfoundation.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 PYP Coordinator's Desk

Dear Parents,

Greetings!

We at The Gaudium strive to provide our students with opportunities to grow holistically and be happy individuals. One of the developmental pillars of our school is 'Mindfulness and well-being'. We focus on this by providing students with sessions on mindfulness, awareness, life skills and most importantly sports.

Playing sports is one of the most important parts of a student's learning journey. They look forward to the time they spend on the sports field. For some, it is enjoyment time and for others, it is time to pursue their dreams.

The more exposure they receive they find out their innate talents and interest areas. It's our constant effort to guide them to unlock their potential in the field of sports along with academics. They get to choose to play and learn more about different sports like Athletics, Basketball, Cricket, Football, Skating, Gymnastics, Squash, Badminton, Chess, Swimming etc.



"Sports teaches you character, it teaches you to play by rules. It teaches you to know what it feels like to win and lose. It teaches you about life." – By Billie Jean King. Indeed sports bring along discipline and a fighting spirit with it. While playing sports, students learn to fall and stand, face challenges and failures, share the joy of winning, organise their thoughts, think of strategies, manage time, be a team person, work along with their team members, and be a person with a strong character. The development of these skills is also supported by physical development.

One of the core values we impart to our students is 'perseverance'. Our young sportsmen have this value imbibed in them. They are confident individuals who are consistent in their efforts and practices, working step by step to achieve their goals. With each practice session, they gain physical strength and flexibility. They gradually become physically fit and mentally more balanced. As said by Liane Cardes, "Continuous effort – not strength or intelligence – is the key to unlocking our potential." We teach our students to face challenges and never to give up.

It is important that students also learn to face healthy competition. It gives them a scope to self-reflect and analyse their own abilities and skills. To challenge themselves, our students from grades 3 to 5, recently participated in the PYP Hyderabad Sports fest. The sports fest was organised by the IB Schools Hyderabad Network. Students enthusiastically participated in Swimming, Athletics, Cricket, and Football. They were excited to participate in individual and team events. Every participant returned with experience, an experience which is more important than winning or losing. Participating and facing our own emotions and physical abilities in an inter-school event made them rich with an abundance of experience. We wish the participants of the Basketball game to play with fairness and be great team players in the upcoming game. We look forward to providing many more opportunities for our students to participate in sports events in the future.

Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Research shows 'A healthy body leads to a healthy mind'. Our students start their day with the mindfulness session which helps them to stay more focused and active throughout the day.

Students continued to practice the rainbow breathing, squirrel pose and the mindful observation. In this month mindfulness they have also discussed about their personal goals and growth mindset.



Global Leadership

Students continued to develop and demonstrate ATL and attributes of learner profile by participating in various learning engagements. They were also engaged in co-constructing their assessment tasks.

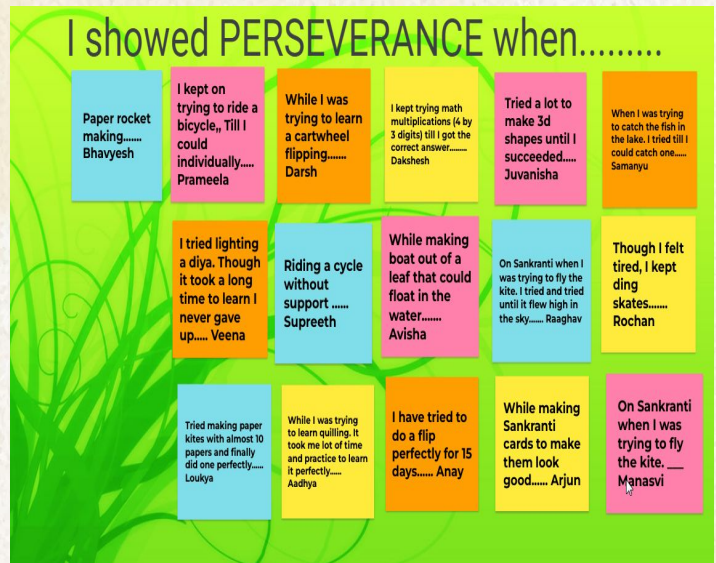
Students participated in organizing and presenting their weekly assemblies. They shared reflections of their learning through various quizzes and skit.



School Philosophy- 5 Developmental Pillars

Core values

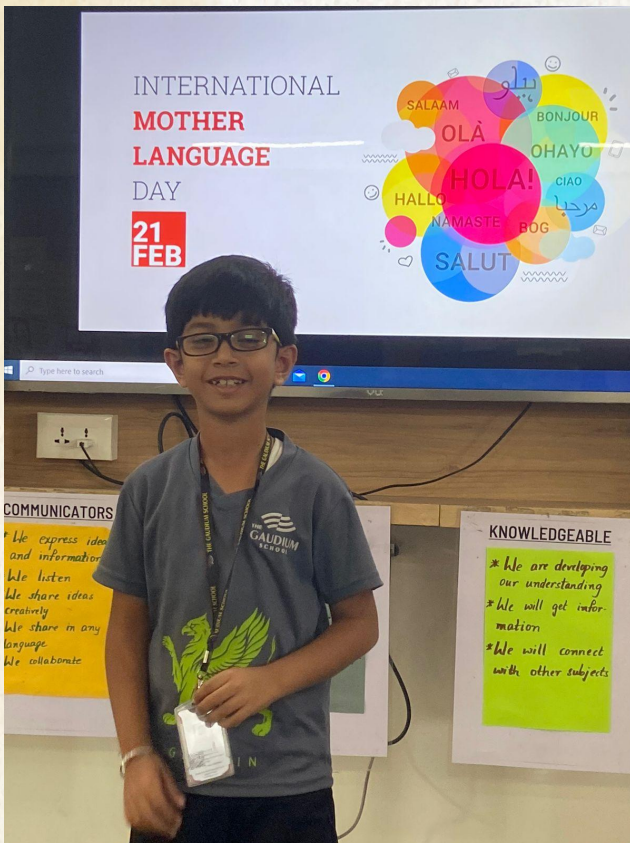
Corevalue for this month was "Perseverance". Our students did different learning engagements on the core value. They read short stories, watched videos, readaloud sessions. They demonstrated perseverance through their learning. They also read books on perseverance from online and offline resources.



Holistic Excellence

The students continued to explore different traditions and celebrations and shared their experiences. Students participated in the Mother language day and they introduced themselves in their home and family languages in front of their peers.

They continued to read jolly phonics and ORT reading books. Under the life skill programme, students were shown videos about the table etiquettes and manners. They shared and reflected on the importance of table manners and how they can inculcate these etiquettes in their day to day life. It helped them to develop social skills, respect for others while dining, and also promote health and well-being.

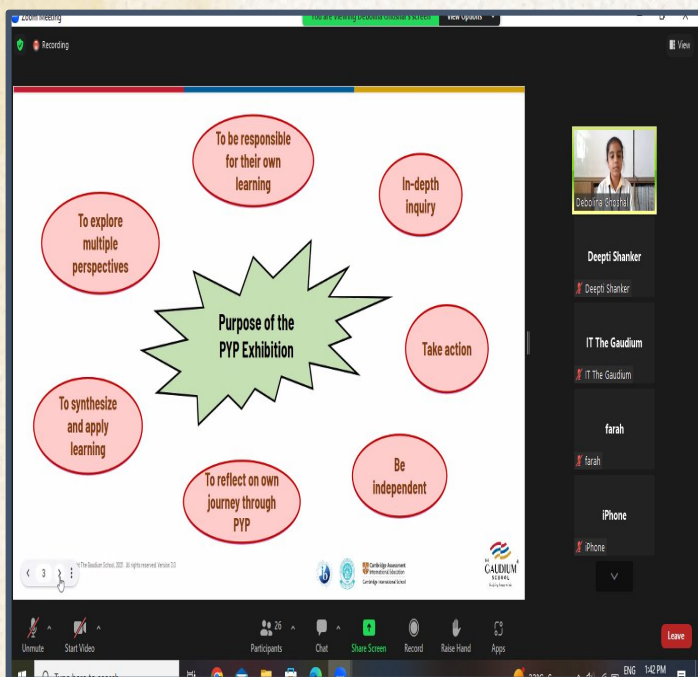


School Philosophy- 5 Developmental Pillars

Stakeholder engagement

On the occasion of "Theatrical Evening" our grade 2 students performed a play connected to UN sustainable Goal no-7 "Affordable and clean energy" which ensures access to affordable, reliable, sustainable and modern energy to all.

Our parents were very appreciative after seeing student's performance and how they connected to real life issues.



The students of Grade 5 held an orientation session for the parents to introduce them to the PYP Exhibition. The school also conducted orientation sessions for the parents of Grade 5 to help them make informed decision of the curriculum choice for Grade 6.

Teachers made regular mentor calls to connect and collaborate with parents to build strong relationships.

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. Pooja 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

Professional Development

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.
- **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- This Month

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 continued to inquire about different celebrations under the transdisciplinary theme "How we express ourselves". They shared the reasons for local, national and global celebrations. The discussed the differences and similarities between celebrations and festivals.

Students were divided into groups to explore various features and traditions of celebrations. They researched on their chosen celebrations and shared their findings with the peers.

They deepen their understanding by discussing the meaning people assign to different celebrations and traditions. .

Learning and Teaching- This Month

Transdisciplinary Language:

In transdisciplinary language, students connected to nouns, adjectives and questioning words. While exploring various celebrations and traditions they made connection with the concept of picture composition. They understood the difference between picture composition and Picture description.

Students learned the recipe writing and came up with their traditional food recipes. They also made connections with letter writing and wrote informal letters to their friends and relatives to invite them for various celebrations.

Transdisciplinary Math:

Students made transdisciplinary connections with Calendar while finding out reasons for the celebrations and the days /months when we celebrate.

Students explored the concept of human graph while collecting and sorting the data on their choice of celebration. Students also made connections with the concept of fraction.

Students continued to reinforce various mental math strategies.

French:

The students revisited the numbers and learned how to express the time in French. They also learned the body parts and how to describe the hair and eyes in French.

Hindi:

The students enthusiastically read a story - the word "An ki Matra" was introduced through the story. Students identified the अं की मात्रा and discussed common words that include मात्रा. This helped them in building thinking skills. Learners also learned to write words and build sentences using these मात्रा. Students took out antonyms from the story Umang Tarang and wrote antonyms that come in daily life. The students practiced the मात्रा of Chandra Bindu of the poem Mera Aasmaan and through poetry the students learnt synonyms.

Telugu

The students practiced othu gunintalu and othu words. They were also introduced to synonyms of the Telangana state symbols. They also practiced reading and writing the main words and meanings.

Learning and Teaching- This Month

Spanish:

The students learned the fruits, vegetables, classroom objects with articles. They also learned names of body parts in Spanish, revisited the numbers, fruits, vegetables and colours to frame small sentences in Spanish.

Dance:

The students learned the next set of dance moves in (locking). And then they practiced the same on count of eight for the music played.

Drama:

Students worked on the following areas demonstrating the attribute of learner profile "Thinkers" for the month of February.

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

PE :

The students watched a video on football passing and receiving, and shared their understanding of the same. Students also practiced passing and receiving the football with their peers in the ground.

Music:

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

Teacher and students co-constructed the assessment task and tool (Rubric). Students chose the karaoke track for any one song, "What a wonderful world" or "Alouette (French song)", and sang the song individually by implementing the elements of music (Pitch, Rhythm, Tempo) and Diction. By watching the video, students explored the Indian musical instruments and their classification (wind, string, percussion, and brass).

Art:

Students looked at- 5 pictures of Madhubani art and guessed -. What? Why? How? Where? They identified the features of Madhubani painting through a PPT on Madhubani art. They looked at the figures, theme, colour/medium used! They had a debate about- why is it called 'Madhubani art' and when do they think it is the time period. Using the same characteristics, they drew a picture of what they see from their window. They also looked at the sequence in the art form on the walls of the homes. They tried to create a story fort on paper and then planned to create 4 parts of a story using the art forms. Students looked at three art works and explored the concept of - Balance in art work. They have shared how these three are similar and different. The 3-artworks are - symmetrical, asymmetrical, and radial. They have defined and differentiated the 3. Students looked at symmetry- what? Where have we seen it before? Where we have heard about it?

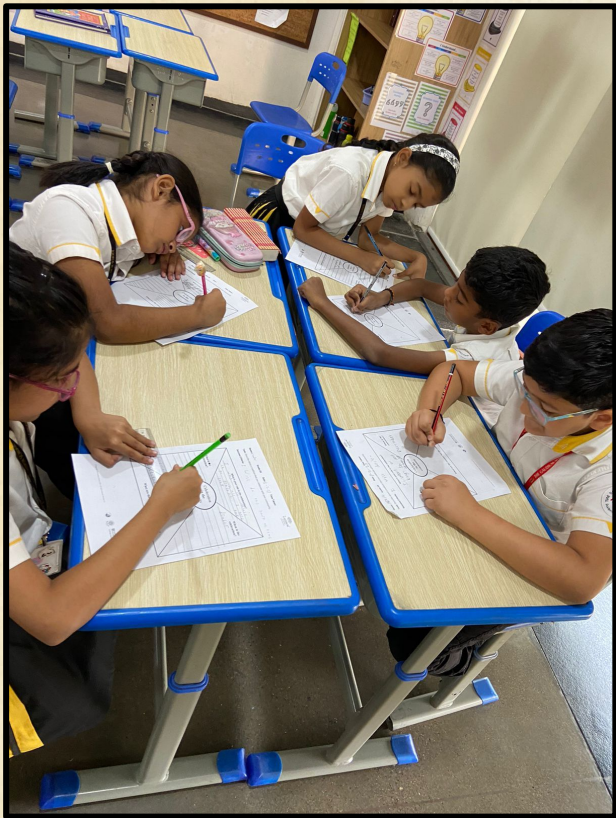
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Unit of Inquiry

Central idea-

Interacting with natural habitats humans make choices that have an impact on other living things.

Lines of inquiry

- Natural habitat and its inhabitants (Causation)
- Ways living things respond to changing environmental conditions (change)
- Human impact on natural habitat (Responsibility)

Key concepts:

causation, change, responsibility

Related concepts: diversity, Interdependence, behavioural adaptations

IB Learner profile-

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry:

Students will have their prior knowledge assessment and share their prior understanding of term "Habitat"

They will discuss the meaning of habitats and understand different habitats. They will also explore different types of habitats and its inhabitants.

Transdisciplinary Language:

Students will make transdisciplinary connections with cause and effect, picture comprehension, collective noun, facts and opinion while exploring different types of habitats.

Students will continue practicing paragraph writing and letter writing.

Learning and Teaching- Month Ahead

Transdisciplinary Math:

The students will explore the concept of division and map pointing. They will share their understanding of map pointing by locating the different habitats on the physical map.

They will also make TD- connection with patterns and line graph. They will analyze and interpret the data of line graph.

Students will also explore the concept of temperature by analyzing the temperature of different habitats.

Hindi:

The students will learn story elements and compound characters.

French:

The students will learn the weather expressions, fruits and vegetables in French. They will use their interaction and language skills in their daily communication in French.

Spanish :

The students will learn emotions, shapes and nationalities with small phrases. They will use their interaction and language skills in their daily communication in Spanish.

Telugu:

The students will learn sentence structure. They will watch a story and learn about story elements. They will also revisit all the othulu and othu gunintalu.

Music:

The students will explore the 'tempo' element of music. Students would start to learn the new song, "We are the world."

They 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.

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Learning and Teaching- Month Ahead

Drama:

The students will work on the following areas demonstrating the attribute of learner profile "Thinkers" for the month of March.

- Importance of stage presence/positioning.
- Voice modulation in acting

Dance:

The students will be introduced to two new hand and leg movements for a new dance form (Locking). They will then learn the names of the movements Eg: (Muscle man, punch, clap) Then they will practice the same on count of eight for the music played.

PE:

The students will be learning about basketball. They will watch a video of basketball and they will share their understanding of the video. They will engage in a various types of physical activities while focusing on ball touching, dribbling and passing.

Art: :

The students will be asked to first share a possible technique to draw and show symmetry. Then they will be asked to fold a sheet of paper into half to draw a line and draw any image / picture / face to show symmetry. They will share what was easier to do (which technique and why). Students will be asked to draw an image and show the element of symmetry in it. The image could be of any still life / object from home. Students will be given feedback & feedforward by the peers and teacher. Students will look at- 4 pictures / art work which is asymmetrical and share how it is different from their art work done earlier. They will point out the features and define - asymmetry. Students will be asked to draw/ paint and show their understanding of asymmetrical. Students will look at- 4 pictures / art work which focuses on radial balance. Students will talk about what they see and compare to what they had done earlier. They will use the features of radial balance and create an art work. They will present the same to their peers and teachers.

Happenings Month Ahead

Grade 1 Theatrical Evening: Friday, 3rd March

Women's Day Celebration: Tuesday, 7th March

Holi: Wednesday, 8th March

PYP Student Led Conference: Saturday, 18th March

Ugadi: Wednesday, 22nd March

Ram Navami: Thursday, 30th March

Our website:

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

Events link:

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

Learning blogs:

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