



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://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 & Well-Being:

The students practiced mindfulness everyday and they have demonstrated back-to-back breathing, mindful observation, rainbow breathing, popcorn breathing, flower pose, hands in the sky, squirrel pose, Square breathing, Introduction to a growth mindset, and Mandala art. They also reflected on their personal goal settings which made them understand between long and short-term goals.

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



Students were asked open-ended questions by the school counselor about gratitude to know about their awareness.

They played a game of spinning the gratitude wheel where the students participated in a 10-finger appreciation exercise which taught them how to automatically notice and appreciate things, making each day feel happier.

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.



Core values:

Core value of the month, 'Perseverance', was inculcated in various ways; they watched videos, listened to stories and had discussions. Learners shared their own personal experiences about their learning – how they tried and learned with perfection. Learners demonstrated 'perseverance' through role play, songs and during school assemblies.



School Philosophy- 5 Developmental Pillars

Global leadership :

Learners demonstrated the ownership of their learning by engaging well in sharing their goal setting focusing on- how best they can learn and share their learning with others, what they want to learn and how they would learn. They were involved in making choices, and co-constructing success criteria.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement:

Students celebrated World Read Aloud Day where a mystery reader read a story and students reflected on the same. They also celebrated Mother Language Day. They enjoyed listening to rhymes/poems/stories and had a general conversation in their mother language and they also introduced themselves in their home and family language. This was to promote awareness among the learners of linguistic and cultural diversity and strengthen the usage of their Mother language.

They displayed their artistic talent by giving a live performance to communicate a message to the audience through gestures, speech, song, music, and dance. They even promoted positivity among people by bringing about issues that needs action.



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. Pruthi, 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:

Who we are

Central Idea:

Celebrations and traditions are expressions of shared beliefs and values.

Lines of Inquiry:

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

Key Concepts:

causation, perspective,
connection

Related Concepts:

beliefs, values, culture

Unit of Inquiry:

The students concluded the unit “Who we are ” they observed and analyzed two personas and identified the action taken by their chosen persona. They shared the belief and values demonstrated by their chosen persona and reflected by giving reasons for their answers.

The students discussed and inquired about the reasons for the celebration, and further explored the features of celebration and traditions. The students chose one celebration of their choice and shared about its features, traditions, and cultures related to it. They also shared their understanding of the term “ Tradition” using the Frayers model.

Learning and Teaching- Month Review

Transdisciplinary Language:

Learners were introduced to acrostic poems. They made connections with descriptive writing, conjunctions, recipe writing, question words, and letter writing.

Transdisciplinary Math:

Learners continued to solve the word problems related to multiplication and division. They revisited the concepts of graphs and explored different types of graphs like pictorial graphs and line graphs. They were introduced to the calendar.

Music

The students were introduced to French songs (Alouette) and Spanish songs (Hola Hola). They practiced the songs along with the teacher with the help of an Electronic Keyboard.

Hindi :

Learners reinforced opposites through the poem and story. Reinforcement of matraas done and they framed sentences. They recited poems , wrote the meaning of the words. 'Vayanjan' was introduced through a video and synonyms through a poem.

Telugu :

Students learned Ia to Ila vathulu through storytelling, flashcards, and rhymes. They were engaged in picture identification and storytelling. They were also introduced to singular and plural words along with its differences.

Learning and Teaching- Month Review

French :

Students were introduced to 'il y a – there is / there are 'in, 'Formal conversations' and learned colors in French. They were also introduced to how to express their likes and dislikes about a fruit and a vegetable in French. They watched a short poem/rhyme/video related to il y a, formal conversations, and colors to described a fruit and a vegetable in French.

Spanish :

Students were introduced to 'il y a – there is / there are 'in,'Formal conversations' and learned colors in Spanish. They were also introduced to how to express their likes and dislikes about a fruit and a vegetable in Spanish. They watched a short poem/rhyme/video related to il y a, formal conversations, and colors to describe a fruit and a vegetable in Spanish.

PE:

Students learned Basketball ball skills like drop and catch, toss and catch, and rolling the ball around the neck, waist, knee, and ankle. They also learned dribbling skills like lower, medium, and high dribbling different types of passes like a chest pass, bounce pass and overhead pass. Importance and uses of dribbling skills and passing skills are connected to different games and skills.

Dance :

Students learned sad emotions through the modern dance style. They learned flooring, hands extension, feelings through music, and story narration through lyrics.

Learning and Teaching- Month Review

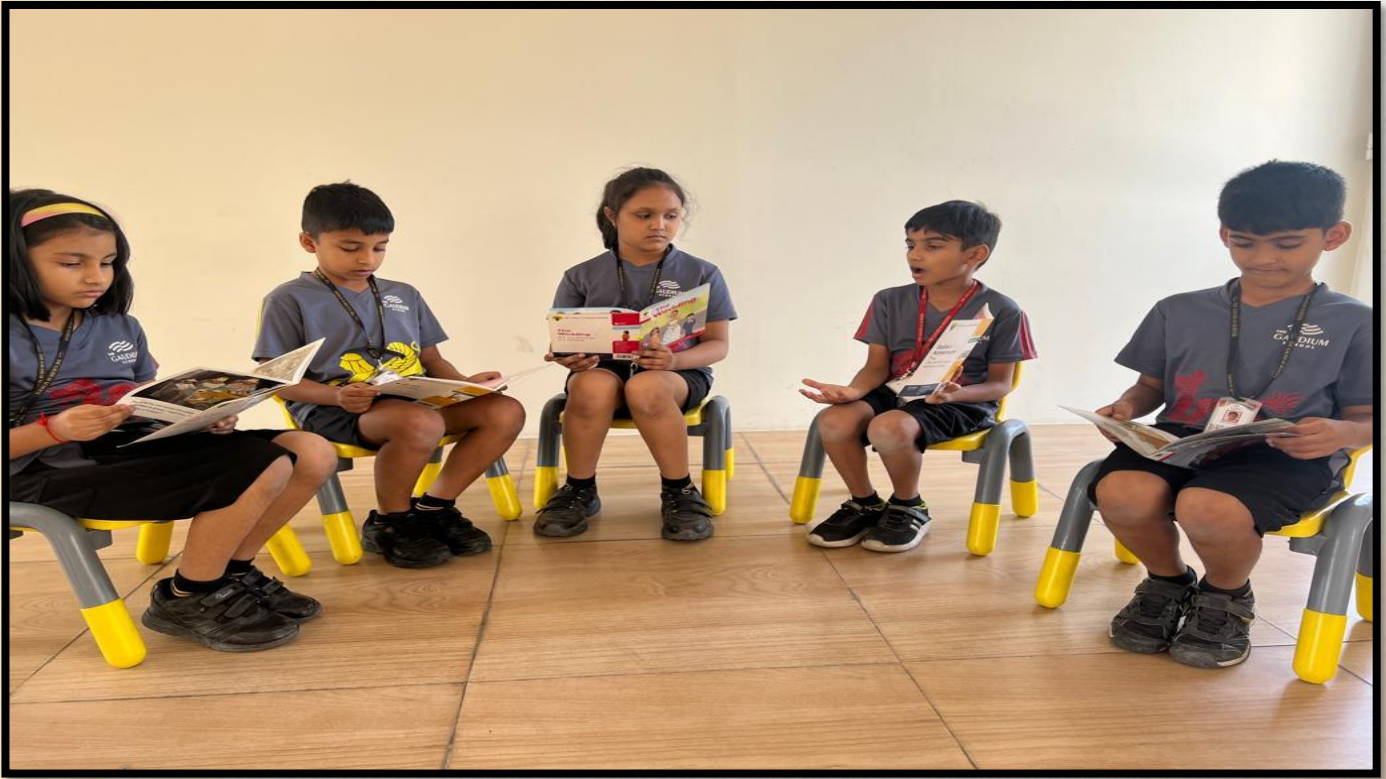
Drama:

Learners were given 5 situations. They chose one and showed the correct posture/ position the actor/actors should have in the performance. They shared reasons for the same.

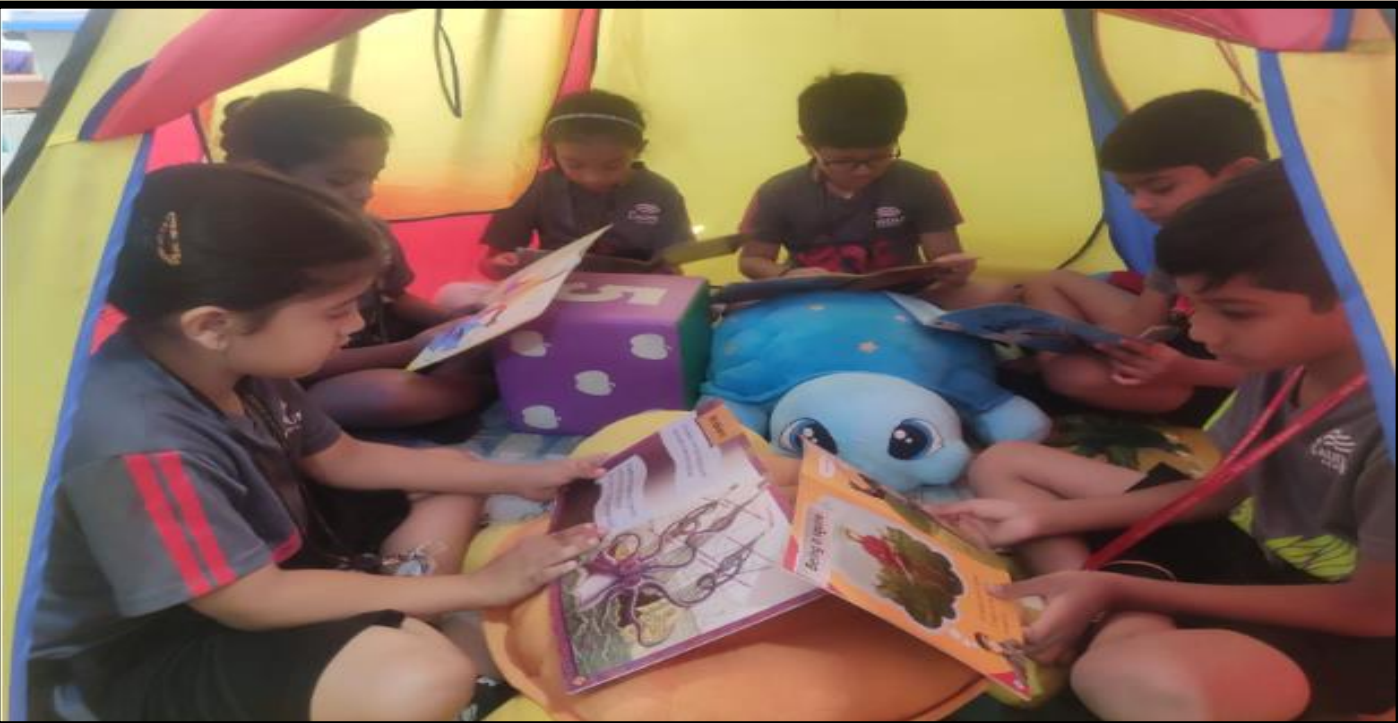
Art:

Learners were introduced to the artwork from ancient times, cave art, to understand the changes in the art with time. They were shown pictures of caves locally and globally. Learners shared the features and elements of cave art and created an artwork using the elements of cave art. They inquired about the art across cultures, places, and times by exploring the Warli art and Madhubani art. They were shown the artworks from Warli art and Madhubani art to observe and identify the features of the artworks.

Learning and Teaching- Month Review



Reading and reflecting - ORT Books



Learning and Teaching- Month Review



Learning and Teaching- Month Review

Framing questions on celebrations



Learning and Teaching- Month Review



Hands-on activity: Solving division equations using flashcards



Hands-on activity: representing data on a bar graph using blocks

Learning and Teaching- Month Review



Framing sentences using Adverbs from the flash card



Recipe Writing through research using Tab and Books

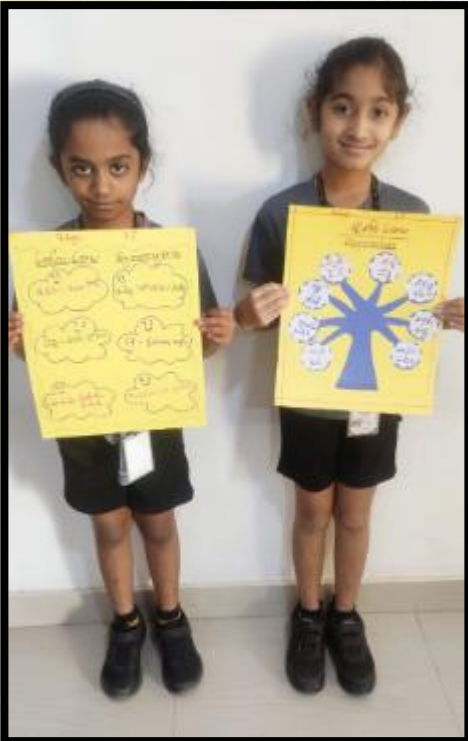
Learning and Teaching- Month Review



Learning and Teaching- Month Review



Practicing synonyms in Hindi



Practicing (Opposites in Telugu)

Learning and Teaching- Month Review



Creating an artwork using different elements of art form



Learning and Teaching- Month Review



Performing Gymnastic Stunts



Learning and Teaching- Month Review



Practicing Football



Life skill- Gardening

Learning and Teaching- Month Review



Library – Reading and Reflecting



World Read Aloud Day



Joy Of Giving



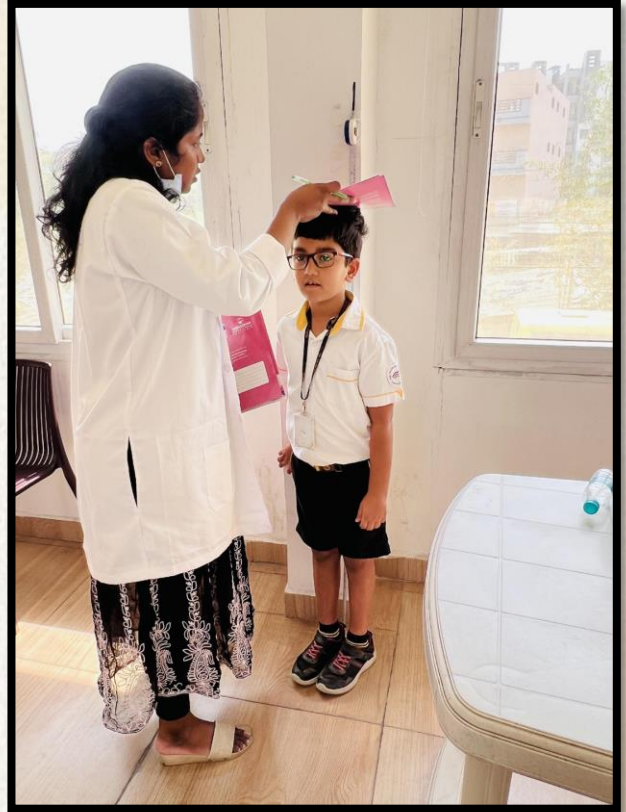
World Theatre Day



Health Check Up



Health Check Up



Health Check Up



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Sharing the Planet

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
- Ways living things respond to changing environmental conditions
- Human impact on natural habitat

Key concepts: causation, change, responsibility

Related concepts:

diversity, Interdependence, behavioral adaptations

Unit of inquiry:

Going further, learners will continue to inquire about the third line of inquiry (Meaning people assign to celebrations and traditions). Later, in conclusion to the unit "How we express ourselves". Learners will conclude the unit with their overall comprehension with respect to reasons, features, traditions, beliefs, and culture for the celebrations.

Learners will inquire into the last unit under the theme "Sharing the planet". They will connect with natural habitats and their inhabitants. They will explore the ways living things respond to changing environmental conditions and human impact on natural habitats.

Transdisciplinary Math

Moving ahead learners will continue to solve world problems with repeated subtraction. They will explore more about Expanded notation, Comparison of numbers with bigger digits."

Transdisciplinary Language

Going further, learners will explore more about journal writing, book review and the sequencing of stories. They will research to find the meaning of the word using dictionaries/tablets.

Learning and Teaching- Month Ahead

Hindi :

The students will revisit matras, poetry recitations, opposites, and synonyms. They will learn the elements of a story through a story.

French :

Learners will be introduced to opposites and adjectives. They will participate in picture descriptions and learn usage of vocabulary related to colours in sentences. They will also learn how to frame questions.

Spanish :

Learners will be introduced to opposites and adjectives. They will participate in picture descriptions and learn usage of vocabulary related to colours in sentences. They will also learn how to frame questions.

Telugu :

Learners will revisit vathulu, synonyms and antonyms. They will be introduced to compound words through various learning engagements.

Music

Learners will create small patterns with Percussion Instruments. They will practice "What a wonderful world" and "Together we can change the World" songs with the teacher with the help of an Electronic Keyboard.

Learning and Teaching- Month Ahead

PE :

Learners will inquire about- Football game. They will be introduced with its meaning and founder of football- basics about the game. They will learn ball feeling skills like tapping and dribbling.

Passing and receiving: (Importance) thigh receive, chest receive, head receive and foot receive

Passes-push pass/instep foot pass.

Art

Going further, learners will be inquiring about symbols used in India. They will be exploring the principles of art, balance, and symmetry in art.

Dance :

Learners will be exploring emotions and expression through different elements of dance like space, size, movements, tempo.

Drama :

Learners will be asked to show themselves in a scene/ portion of any story/ video that they have watched/ read for 2 minutes. They will share the same in the class, followed by peers' feedback /feedforward related to position, voice modulation, expression, and character traits.

Happenings Month Ahead

GGrade 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:

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