



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

Greetings!

I have often heard teachers and students talk about design thinking in the classrooms. They often discuss that in order to solve problems, we need to understand the experiences of others with empathy. We must look beyond superficial findings, and replace it with real understanding. It is important for us to feel connected to one another and feel valued.

In the land of the Maasai, in Southwest Kenya, there was a girl named Rebecca. Rebecca lived near a large national park, where there were golden lions, and big grey elephants. Rebecca's family kept cattle, sheep and goats and depended on farming for food for their animals. Rebecca went to school and helped her family care for the animals when she was home. One very hot day, Rebecca found her mother crying. "Our crops have been bad this year," she said. "Now our goats and sheep might die."

At school, Rebecca asked her teacher why there had been so little rain that year. "We have had many days without rain," said her teacher. "When we have no rain, plants cannot grow. Without plants to eat and water to drink, our animals die." Everyone in the class was quiet. They were worried for their families, their animals, and their community. At the school library, Rebecca searched for information about rain. What she learnt was difficult. The whole world was getting hotter, and there was less rain.



She learnt a new term: "Climate Change." Cars, buses and airplanes are making the air dirty. Trees are being cut down, and used to make buildings. And trash is buried in the ground. All these things are harming nature.

For the whole day Rebecca felt sad. What can just one girl do to help the whole world? Rebecca decided to talk to her teacher about what she has learned. "It is a big problem for the Earth," her teacher explained. "But there are some things we can do to help, like planting trees to make nature stronger."

As Rebecca walked home, it was hot and she stopped to drink from her water bottle. She couldn't stop thinking about the lack of rain, and how she could help her community. Then she had an idea. "I've learned so much about climate change," she thought. "It would help if everyone knew about this problem!" The next day Rebecca asked her teacher to give a lesson about the world's changing weather, and the damage humans were doing to nature. At the end of the class, Rebecca stood up. She asked everyone in her class to go home, and teach their parents about what they had learned. In just a few days, everyone was talking about how humans were harming nature.

One day, the Elders held a meeting to talk with Rebecca about what could be done to help nature. The elders discussed that the problem they faced was so big. And most of the harm to nature was happening in big cities, far away from their community. "Let's write a letter to the President of Kenya," one elder says. "He needed to know that we cannot live with no rain. Then maybe he will make changes to our laws to stop harming nature."

Rebecca took a letter and shared it with her classmates. They each asked their families to sign their name at the bottom to show their support. In Nairobi, the President read the letter from the Maasai community. He had many other letters, from other parts of the country. "I need to help Kenya protect nature," he thought. In the Maasai community, everyone agreed to plant a tree outside their home. Rebecca and her Mother dug a hole together, and put the seedlings in the soil.

At Rebecca's school, the head teacher talked to all the students. They asked Rebecca to stand at the front. "Protecting the environment is a big job - and everyone in the world has to help." The Principal said, "But we would like to thank Rebecca especially, for helping us learn and make a change. Imagine if we all helped our community!" Rebecca was so happy. She soon began thinking about what she and her friends could do next to help nature and her community.

(Acknowledgement / Adapted from-shoka.org/en-nrd/readers-become-changemakers?gclid=Cj0KCKjww4hBhCtARlsAC9gR3ajvrcefQvkD9UYtwQ4DiZB4e9r3A3h1j52FUFsBHWgsF6zHG_39bcaAhtqEALw_wcB)

Our grade 5 PYP Exhibition focuses on creating lifelong learners, who understand that empathy can be cultivated through observation and reflection. We must help people recognize and think beyond themselves. Many times, we forget to appreciate the little things that surround us and give our lives meaning. Changemakers see opportunity as they are driven by hope. We must encourage our students to be changemakers, who believe in themselves, ready to take up challenges and look for opportunities to innovate to be design thinkers.

Warm regards,
Anjalika Sharma
IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer season has set in, and along with the scorching heat comes the most awaited time for kids: summer vacation. Who doesn't love vacations? Everyone does! The longer days mean more time to play, learn, enjoy and have fun. Time to have our own day's routine, liberty to choose what we love the most to do, read books, learn something new, play sports for hours, travel etc., every individual has their own definition of the best summer break.



"Play is fundamentally important for learning 21st-century skills such as problem-solving, collaboration and creativity." – By American academy of paediatrics. Children need to play, especially outside, close to nature. It might be any play, just having free play time, solitary play, unparalleled play, group play etc. Playing has several benefits to it. It is beneficial for children's mental health and physical health. Children who are a part of outdoor activities are happier. Just an hour in the park, and you would observe the children trying out new things, being imaginative, making new friends, giving turns on the slide, being caring towards others, having small competitions with each other, balancing and coordinating, jumping and running and the list goes on.

"The more that you read, the more things you will have. The more that you learn, the more places you'll go." – Dr. Seuss. Summer vacation is also the best time to inculcate reading habits in children. Beginning with a book where their interest lies, a well-chosen genre per the child's likes and dislikes, and a book they can read and comprehend independently is what is required to start with. Having a family reading time, modelling it, talking about books, creating a reading space and decorating it together with them, gradually leading the small reading sessions into a daily habit. Reading habits help children in enhancing their vocabulary and knowledge and develop their imagination.

Melanie Jean Juneau says, "Kids need time to be bored; that is how creativity is born." We can easily compare the gadget-free days of our elder's childhood and the children using gadgets the moment they get free. Technology is a boon but also a bane. Nothing in excess is good. On the one hand, we often see children using phones, iPads, and television just as soon as they are a few months old; these are children who gradually get into a habit of screen time. Then there are children who have access to either no or a monitored and well-timed screen time. Children who play, indulge in physical activities, learn something new, get bored and enhance their skills versus the ones who sit in one place for hours, without even blinking their eyelids at times, watching things, learning and imitating behaviour and getting so engrossed that they hardly talk to people around them. Technology has its own benefits, but it's also important to use it for the right reasons. As rightly said by Albert Einstein, "Imagination is more important than knowledge." For a child who is bored, instead of providing an alternative, try and observe how creative he/she can be.

Children look forward to travelling to new places, talking about the history, culture, food, and attire, and observing things. This is one of the best times to create memories, learn from observing and having first-hand experience, make real-life connections, and, most importantly, learn useful skills and values. Their happiness after every trip can be seen every time they remember it and speak about it.

It's time for us adults to take a moment, not plan for but plan with our children what is best for them, understand what they really wish to do, travel, and spend time with them to build a stronger bond, especially with the extended family members. Let's turn this summer vacation into a time which is our children's time to have fun and enjoy and learn from experience.

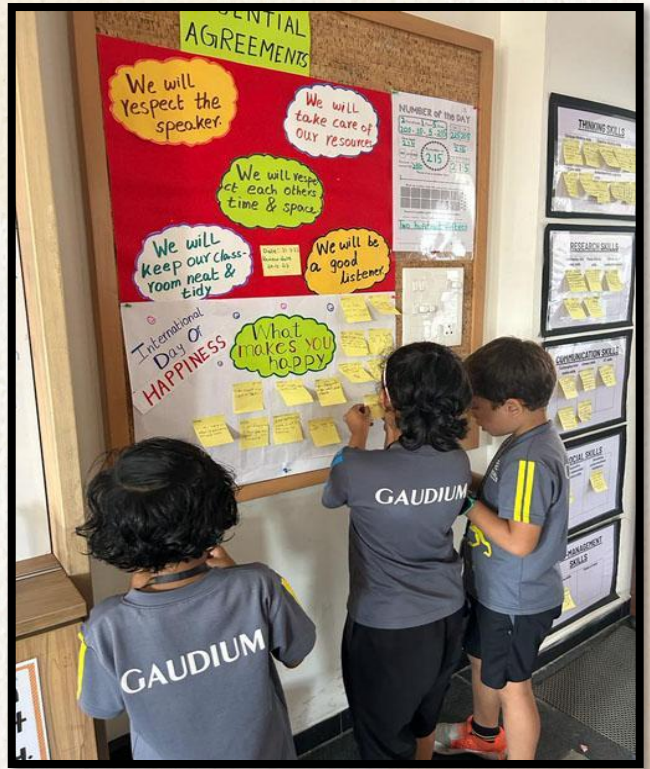
Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students enjoyed participating in different mindfulness exercises. They practiced mindfulness activities like count your breathe, square, bell, and dinosaur breathing etc.

They developed mindful techniques through deep relaxation and body scan which helped them to have a better understanding of how they can calm themselves during stressful situations. Students also engaged in mandala art which helped them relax and improve their concentration, self-esteem and focus.



International Day of Happiness was celebrated in The Gaudium on March 20th 2023, across all classrooms. The students shared what happiness meant to them, how they can define happiness, what makes them happy thereby getting sensitized about the need for mental wellbeing.

The students also had group awareness sessions with the School Counsellor where they discussed the importance of personal space.



School Philosophy- 5 Developmental Pillars

Core values

The core value for the month, "Integrity", was inculcated through various ways. Students continued to reflect on the importance of acceptance and responsibility - We accept what we do and take responsibility of our own action.

They actively participated in the discussions and reflected on their understanding. Students also shared the importance of Integrity in their lives during the assembly.



Holistic Excellence

As a part of holistic excellence, students continued reading Oxford Reading Tree (ORT) books. a

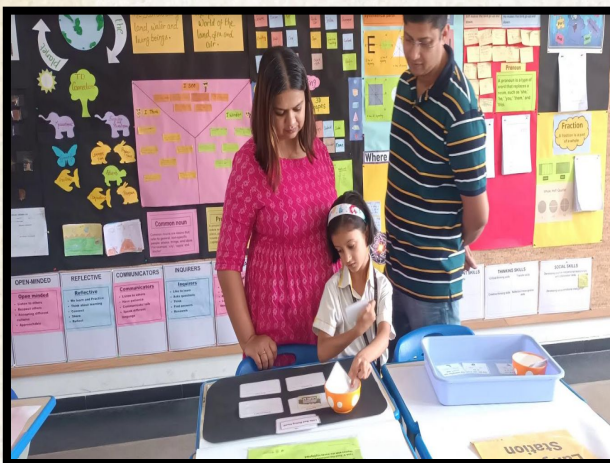
The students engaged in problem solving and empathized with problems around them and connected with design thinking process. They made prototypes to solve the problem identified during the design thinking process.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

We had the Student Led Conference (SLC). The purpose of the SLC is for students to accept responsibility for their work, reflect, discuss, and report the same to their parents. SLC is a learning process for the students that helps them understand how they operate as learners while developing vital life skills such as communication and organization.

The Gaudium School celebrated International Women's Day by hosting an event that aimed to empower and celebrate women around the world. Dr. Anusha, a consultant obstetrician and Gynaecologist, was invited to speak on the importance of women's health and well-being.



On the occasion of the "Theatrical Evening", the students of Grade 1 presented a short play connected to the UN Sustainable Goal Number 3 – **"Good health and well-being"** which ensures healthy lives and promote well-being for all ages.

School Philosophy- 5 Developmental Pillars

Global Leadership

Students continued organizing and conducting their weekly assemblies as part of the global leadership.

Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks.

Students developed and demonstrated ATL and attributes of Learner profile through weekly assemblies. They were engaged in reflecting on their learning, identifying areas of improvement, and setting goals. Students were involved in reviewing essential agreements and co-constructing assessment tasks.



Students discussed various problems they see around them and emphasized the problem in the design thinking process. They also connected the problems to the UN sustainable development goals.

Learning and Teaching- This Month

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:

Connection, Function, Responsibility

IB Learner profile:

Inquirers, Communicators, Balanced

Unit of Inquiry:

Students had their prior knowledge assessment and shared their understanding of the term environment.

Students co-constructed the definition of the term environment and also found the meaning from the dictionary. They shared the similarities and differences between natural and human made environment. They listed the various elements in the environment .

Students further discussed the differences between needs and wants using graphic organizers. They shared how our environment addresses our needs and wants.

Students connected their learning with space in the environment and discussed the importance of conservation and sustainability.

Learning and Teaching- This Month

Transdisciplinary Language:

The students made transdisciplinary connections with sorting. They did so while sorting the elements in the environment.

the students made connections with pronouns, common and proper nouns, conjunctions, verbs and adverbs. They identified the parts of speech while reading books. They also framed sentences and paragraphs. Students also engaged in descriptive writing.

The students continued to read ORT books.

The students continued with the weekly spell check. They practiced reading and writing sight words and Jolly phonics to enhance their vocabulary and grammar.

Transdisciplinary Math:

In Transdisciplinary Math, students connected with sorting of 2D and 3D shapes, lines of symmetry, fractions, and measurement.

They identified and shared the differences between 2D and 3D shapes. They shared its properties. They looked at the lines of symmetry in the shapes in the environment. Students counted and drew the lines of symmetry in shapes, letters, numbers, etc.

The students were also introduced to measurement of area where they counted the square units and connected with repeated addition.

The students continued to reinforce various concepts through mental Math in their home room classes. They solved problems in addition, subtraction and multiplication.

Learning and Teaching- This Month

French:

In the month of March 2023, the students revisited greeting phrases and animal names in French.

Spanish:

The students revisited numbers up to 50, body parts fruits, vegetables, and classroom objects.

Telugu:

During the month of March, students were introduced to the akshar (letters) శ,ష,స,హ,ళ. They practiced it orally as well as in written manner. They were also introduced 'Sha Akshar' through the medium of pictures, poems and stories.

Hindi:

In the month of March, the students were introduced to the akshar (letters) श,ष,स, ह. Learners were introduced to Sha Akshar; through the medium of pictures, poems and stories. They practiced reading and writing short words while enthusiastically recognizing, pronouncing and writing objects and pictures shown.

Learning and Teaching- This Month

Dance:

The students learned the next set of dance moves in locking. They practiced the same on count of eight on the music played.

PE:

Students started their inquiry on gymnastics. They engaged in modules training (obstacle course) to develop their balance, agility and coordination and also, they participated in balancing skills like walking on beam and different balancing exercises.

Art:

The students continued with the clay-modelling work. They observed the objects kept in front of them and looked around to understand the form from elements of art and shared the features like shape, form, colour and texture.

Drama:

The students practiced for their Theatre Day performance. They also inquired about the importance of body language and expressions in theatre.

Music:

The students were introduced to basic music genres. They learned the song 'Up Down' in Spanish. They revisited musical notes in the Western, Indian and Solfege systems. Students also revisited the songs '500 miles', 'You are my sunshine', 'We shall overcome', and 'Do a deer'.

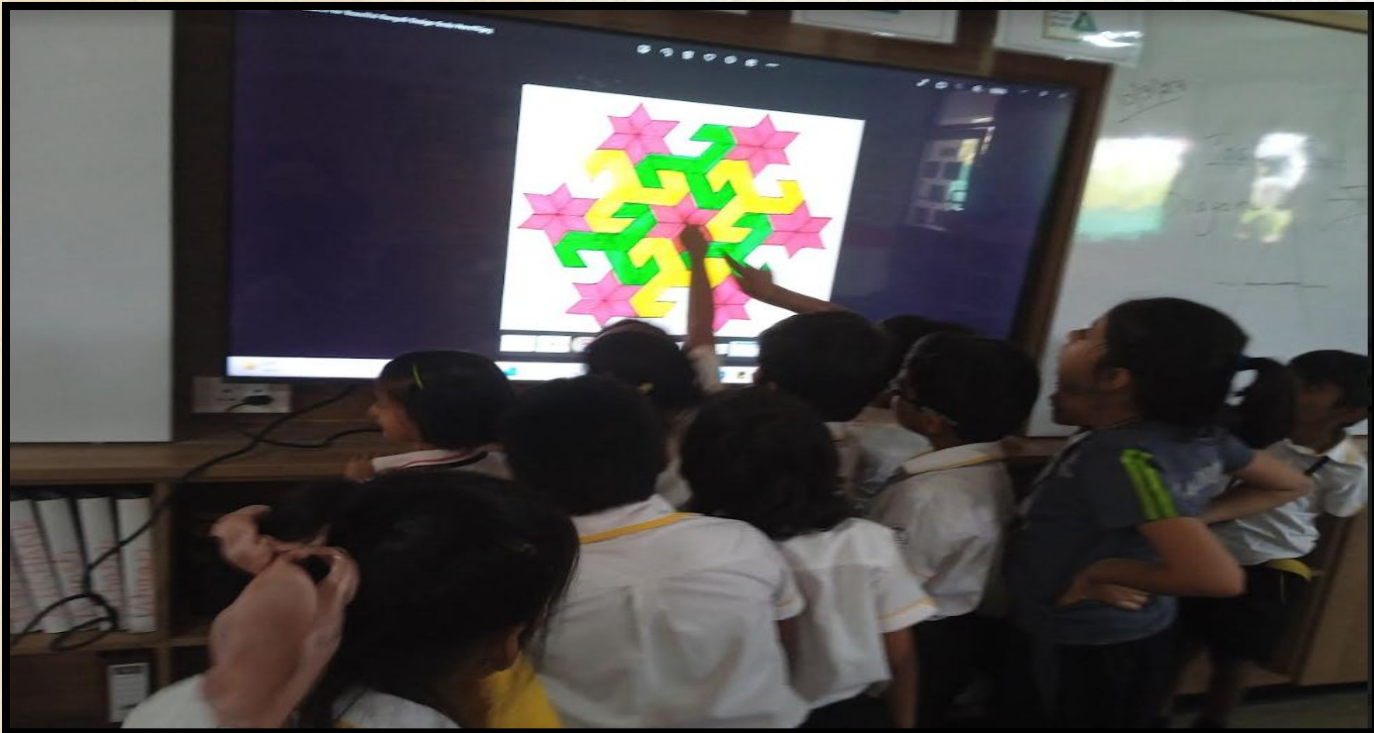
Learning and Teaching- This Month



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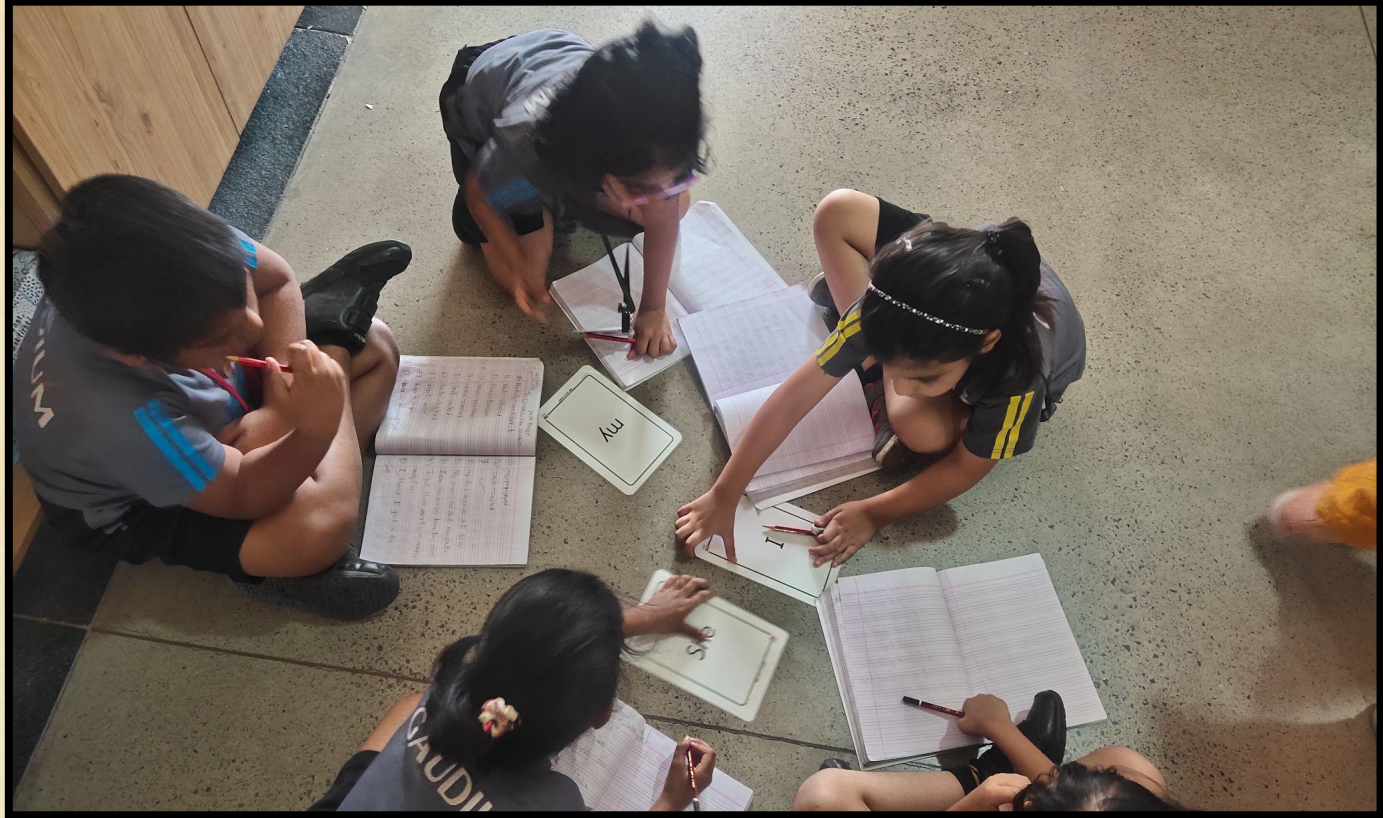
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Students were sorting proper ,common and pronouns.

Learning and Teaching- This Month



Learning and Teaching- Month Ahead

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:

Connection, Function, Responsibility

IB Learner profile:

Inquirers, Communicators, Balanced

Unit of Inquiry:

Students will further inquire about space in the environment. They will co-construct the meaning of the term space and share the similarities and differences between space and place.

Students will then discuss the importance of space and how we can take care of the environment. They will connect with conservation and sustainability which will further enhance their understanding of the UN Sustainable Development Goals.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

the students will have reinforcement of spellings and continue reading ORT books to enhance their reading and comprehension skills. They will also revisit parts of speech, tenses, subject and predicate, paragraph writing and articles.

Transdisciplinary Math:

In Math, the students will measure space in the environment using the square units. They will solve problems in addition, subtraction, and multiplications. They will arrange numbers in ascending and descending order. The students will also identify place values, odd and even, and patterns.

Hindi:

In April the students will be further introduced to the letter 'swarakshar;. They will also read simple sentences while rehearsing all the letters.

French

In the month of April 2023, they will learn classroom commands. They will relearn numbers, days of the week and months of the year. They will use their interaction and language skills in their daily communication in French.

Spanish:

In the month of April 2023, they will practise the numbers up to 50 and continue to learn the adjectives by writing small phrases in Spanish.

Learning and Teaching- Month Ahead

Telugu:

In April the students will be introduced to the letter 'swarakshar'. They will read simple sentences while revising all the letters of the alphabet.

Music:

the students will revisit basic music genres, musical notes in the Western, Indian and Solfege systems, musical instruments, steady beat, pitch, rhythm and melody. They will also revisit all the songs learned in class.

Art:

the students will co-construct the success criteria and continue with the end of unit assessment task.

PE:

The students will engage in developing basic skills in gymnastics like forward roll, backward roll and flexibility exercises like Bridge, cobra pose (head to toe touch) and splits.

Drama:

The student will explore the importance of voice modulation in connection with the character of the stories. They will be introduced to characterization in drama.

Dance:

The students will be introduced to a new dance style - Freestyle HIP HOP. They will learn hand movements and leg movements for the new dance style on the music played.

Happenings Month Ahead

Grade 5 PYP Exhibition: Saturday, 1st April

Good Friday: Friday, 7th April

Graduation Day – PP2 & Grade 5: Saturday, 8th April

PYP Three Way Conference: Saturday, 15th April

Last Working Day: Friday, 21st April

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/>

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