



PRISM

Grade 2

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=Cj0KCQjww4hBhCtARIsAC9gR3ajvrcefQvkD9UYtwQ4DiZB4e9r3A3h1j52FUFsBHWgsF6zHG_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

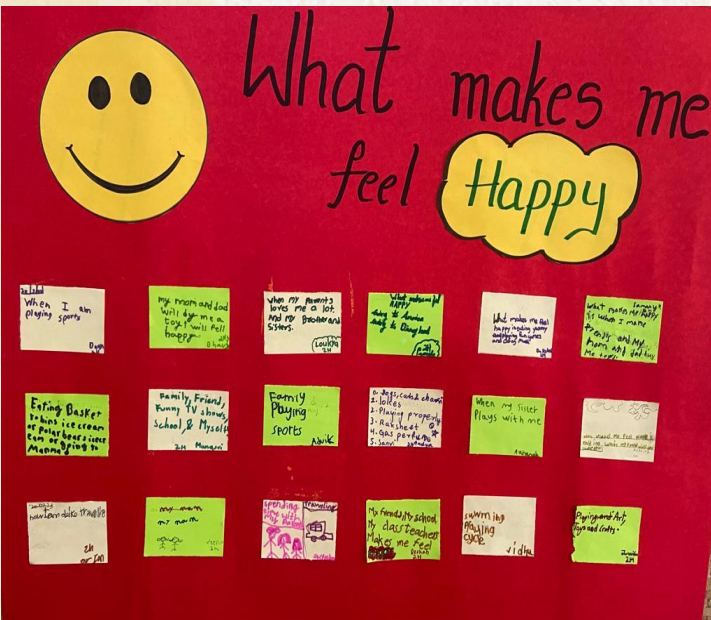
School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students engaged in different mindfulness activities. They enjoyed practicing balloon breathing, square breathing, flower pose and dinosaur breathing etc.

Students enjoyed Mandala art sessions which enhances concentration in students and helps in increasing self confidence and focus.

We celebrated International day of happiness on March, 20th at The Gaudium, where the students shared their reflections what happiness means to them and how they can bring happiness in others life.



Global Leadership

The students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in the assemblies. They continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement and discussing the further steps.

School Philosophy- 5 Developmental Pillars

Core values

The core value of the month "Integrity" was inculcated in students through various ways. They understood the meaning of integrity and discussed how they can show integrity in school, home and community. The students read stories, watched videos and shared their reflections on integrity during class discussions.

They demonstrated their understanding of integrity through a short skit in the school assembly.



Holistic Excellence

As a part of holistic excellence, students continued reading Oxford Reading Tree (ORT) books. Students were engaged in activities as a part of their life skill.

The students were engaged in problem solving and empathized with problems around them and connected with design thinking process while doing their inquiry on habitats.

They celebrated 'International Day of Happiness' by sharing about what makes them happy.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

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.

Women's Day Celebrations 2023



We had our second term students led conference this month. In the student led- conference students led their parents to their journey of learning. They co-constructed the task and learning engagements with their mentors and confidently communicated and took ownership of their learning.

On the occasion of the "Theatrical evening", students of grade 2 did a short play connected to UN sustainable goal no 7- **Affordable and clean energy.**

Learning and Teaching- This Month

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

IB Learner Profile:

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry :

The students had their provocation task and after looking at the videos and pictures they came up with the word "Habitats". They found the dictionary meaning of "Habitat" and "Habitants".

The students sorted the types of habitats under various categories and understood the differences between natural and man made habitats and living and nonliving things.

They chose the habitats they want to inquire about and researched where they found the habitat in local and global region. They pointed the various habitats on word map They conducted research about plants and animals inhabiting those places, their food habits and other adaptations in those habitats.

Further, they inquired about the influence of changing environmental conditions on the living things in various habitats and how these habitats have changed over a period of time.

Learning and Teaching- This Month

Transdisciplinary Language:

Students made transdisciplinary connections with collective nouns during their discussion on the distribution of animals in different habitats. They also made connections with gender nouns. Students connected with paragraph writing and essay writing while representing their research work on different habitats.

French:

In the month of March 2023, the students learned weather expressions in French. They also learned fruits and vegetables using in simple sentences. They revisited the days of the week and months of the year.

Transdisciplinary Math:

The students made connections with "Temperature" while researching on the impact of environmental changes of the habitats.

The students located different habitats on a map and discussed what is a map and its elements.

The students made transdisciplinary connections with the concept of divisions, human graphs, symmetry and patterns while inquiring into this unit.

Hindi:

The students enthusiastically read a story and recognized the antonyms and synonyms from the story for the month of March.

They discussed the elements of the story from the story they read explaining the characteristics of those elements.

They discussed the formation of compound words and learned the same.

The students learned to frame sentences while observing and describing pictures.

Learning and Teaching- This Month

Telugu

The students got acquainted with the practice of ottu gunintaalu, padalu, sentences as well as the introduction of different words that give the same meaning through some story poems. They learned to call them synonyms. They further practiced meanings, antonyms and elements of the story through the story.

Spanish

This month the students learned definite/ indefinite articles with fruits, vegetables and classroom objects. They also learned parts of the body names in Spanish. The students revisited the numbers up to 70 and framed small sentences in Spanish.

Dance

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

The students were introduced to a new dance style (Freestyle HIP HOP). They learnt about hand movements and leg movements of the new dance style.

P.E

This month the students learned about basketball. They watched a video of basketball and they shared their prior knowledge and understanding of the video. They were engaged in a various types of physical activities while focusing on ball touching, dribbling and passing.

Music

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

The students explored the 'tempo' Element of music.

They have learned the song 'We are the world.' They were introduced to the musical sequence and created their musical sequences by combining the musical notes.

The students practiced and performed the songs' What a wonderful world' and 'Alouette' (French song) with the karaoke track and 'Aavo milkar geet sunaye' without the track.

The students explored musical instruments (wind, string, and percussion). They explored the basic genre of music (western classical music, Indian classical music, opera, rock and roll, jazz, and pop).

Learning and Teaching- This Month

Art

The students looked at- 4 pictures/ art work that focuses on radial balance. They were asked to talk about what they saw and compared it to what they had done earlier. They used the features of radial balance and created artwork.

The students looked at 3 other artworks and explored the concept of – Patterns in artwork. They have connected and reflected on the task- where they have seen it ? used it? or heard about patterns? Each student was then asked to choose a shape, a colour, a texture and create a pattern.

The students looked at- artworks of Aboriginal artist Bronwyn Bancroft.

They identified the points/ features of her artwork- for example colour, line etc.- connecting to the elements of art. They further visited her website and read about- who is she ? Where does she live? What are her works?

The students found out the meaning of the word- Aboriginal and the theme of Bronwyn Bancroft's art work.

The students connected all the pictures and weaved a story with their artworks and connected to the purpose /objective of an aboriginal art form.

Drama

The students worked on the following areas demonstrating the attribute of a thinker for the month of March.

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

Learning and Teaching- This Month



Learning and Teaching- This Month



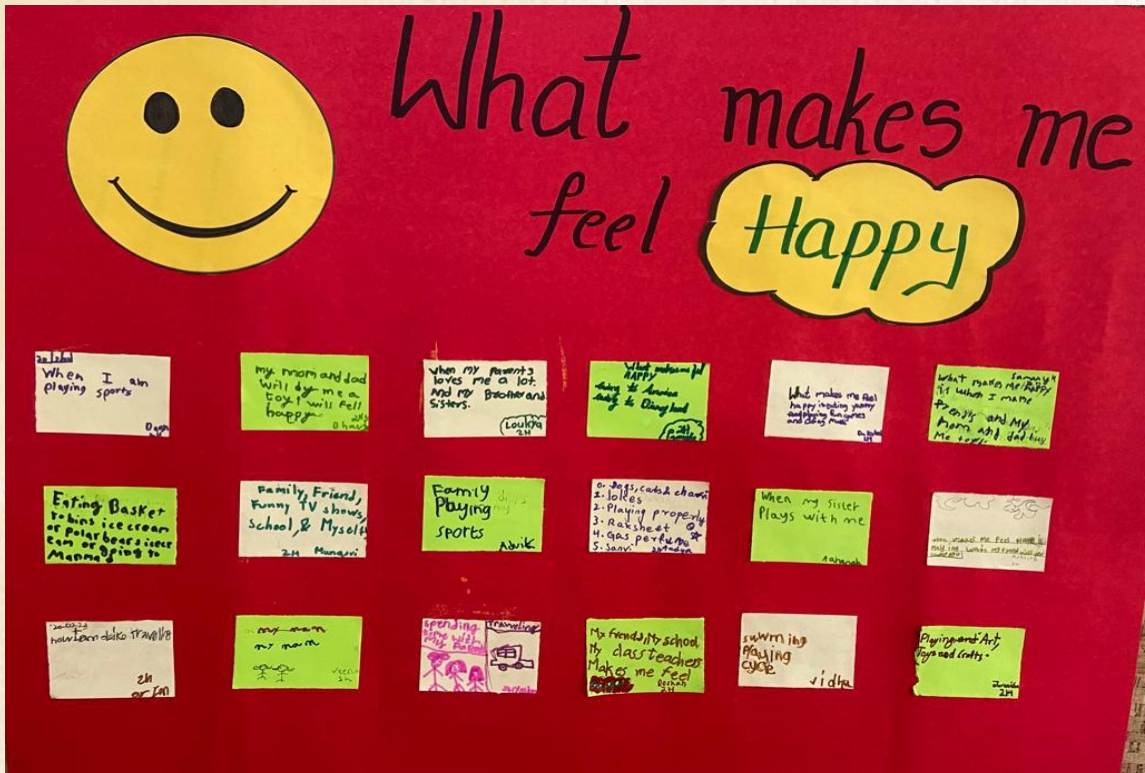
Learning and Teaching- This Month



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Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

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IB Learner Profile:

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry

The students will continue inquiring about the influence of changing environmental conditions on living things in various habitats.

They will inquire into the reasons which lead to these changing conditions in the natural habitats.

They will choose any one habitat and inquire deeper to understand the challenges. They will use their creative, critical thinking skill and problem-solving skill to find a sustainable solution to the existing problem using the design thinking process.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

The students will read newspaper articles and will learn to write essays. They will also revisit a few learnt concepts like paragraph writing, reading comprehensions, tenses etc. .

The students will continue their weekly spell checks and reading ORT books to enhance their grammar and vocabulary.

French:

In the month of April 2023, the students will revisit how to introduce oneself , and how to express the time in French. They will also learn the classroom commands. Students will use their interaction and language skills in their daily communication in French.

Transdisciplinary Math

The students will solve word problems on mathematical operations. They will continue doing patterns.

They will continue to reinforce various concepts through mental Math in their home room classes. They will solve word problems in addition, subtraction, division and multiplication.

Hindi

During the month of April the students will revise the matras and vilom shabd that were previously taught in the class. They will also write a paragraph of their choice and discuss it in the class.

Learning and Teaching- Month Ahead

Telugu:

In the coming month of April the students will learn ottu sentences while rehearsing all the ottulu.

Spanish:

In the month of April 2023, the students will learn adjectives, emotions, shapes and nationalities with small phrases. They will use their interaction and language skills in their daily communication in Spanish.

Dance:

The students will learn the next set of dance moves in (Freestyle HIP HOP). Then they will practice the same on count of eight on the music played.

P.E :

Month ahead the students will be taught basketball passing and dribbling drills .

There will be a number of physical activities that they will be engaged in.

Music:

In the coming month, the students will explore the vocal exercise by experiencing the vowel singing in a different rhythm.

The students will revisit the notation system and learn the rhythmic value of the whole note and its rest.

They will continue to explore the different styles of music (Rap, Blues, Gospel, Disco, and Country) around the world.

We will reinforce the songs learned in grade 2.

Learning and Teaching- Month Ahead

Art:

In the month of April, the students will be shown 3 artworks- Australian aboriginal style used by Bronwyn Bancroft, Madhubani and Worli Art form.

The students will compare and contrast all 3 art forms. They will choose to work on anyone for their final assessment.

The students will co-construct the task, tool and criteria for the end of unit assessment. They will be asked to show a story of their choice/ real life using any 1 art form. The possible criteria could be- Use of elements of art- colour, line, shape. Use of balance & pattern, Clarity of story line, features of the art form

Drama:

The students will work on the following areas demonstrating the attribute of a thinker for the month of April.

1. Importance of stage presence/positioning.
2. Voice modulation in acting
3. Group presentations.

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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