



# PRISM

Grade PP1



# 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=Cj0KCQjww4](https://shoka.org/en-nrd/readers-become-changemakers?gclid=Cj0KCQjww4)

hBhCtARIsAC9gR3ajvrcefQvkD9UYtwQ4DiZB4e9r3A3h1j52FUFsBHWgsF6zHG\_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 Center Head's Desk

Dear Parents,

Greetings!

March has been a very exciting month as our students celebrated 'International Day Of Happiness' and confidently Led the 2nd Student led Conference for the academic year 2022-23.

The SLC is a very important part in the learning journey of an IB student. They take the ownership of their learning by explaining what they have learnt through inquiry which has contributed to their growth as a learner. They take pride in sharing their learning journey with their parents and in showing their portfolios which is a compilation of the evidence of their learning.

As we are approaching the end of the academic year our students



continue to participate in a range of learning engagements related to their ongoing inquiry in homerooms and other single subjects, co-constructing tasks and success criteria to share their learning.

Term 2 reports will be published in the month of April sharing the



progress of learners in terms of various learning outcomes in different subject areas.

Our Grade PP2 students are gearing up for the graduation ceremony as they graduate from Early years to primary years. We are also looking forward to meeting you at the final 3 Way Conference of the current academic year.

Thank you for your continuous encouragement and support in your child's learning journey.

Sandhya Ramesh

Center Head



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

Students actively participated in different mindfulness exercises like Count your breath, Bell breathing, Dinosaur breathing, Balancing self-standing tall, Square breathing, Flower pose, Mandala Art, Squish and relax, Growth mindset quiz, Growth mindset and fixed mindset sorting, Growth mindset- Positive statements. Students collaborated with others and peers and reflected on where they could do better. They also shared their views on the importance of being mindful of their actions. These mindfulness sessions helped students to reduce stress, increase focus and boost their immune system.



Students discussed about respecting perspective and emotional regulation and they saw a video related to it. They were given a sorting exercise that emphasized the value of showing respect in the classroom. They were shown various emotions and questioned about how they were feeling at the time. They were engaged in different learning engagements in which they were also shown an emotional chart and other coping mechanisms that may be used when feeling depressed.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence :

Students continued with and enjoyed reading ORT books and read aloud sessions. As part of design thinking they enthusiastically participated in designing a toy for their friends.



## Global Leadership:-

Students revisited essential agreement and led assemblies emphasizing on core values..



# School Philosophy- 5 Developmental Pillars

## Core values

Integrity is the foundation for everything we do. We are admired and respected for our commitment to honesty, trust, and transparency. We do the right thing – even when no one is watching. Students watched stories that fosters open, honest, and meaningful relationships.



## Stakeholder Engagement

As part of stakeholder Engagement, Students had a guest talk by art teachers on creating toys with different materials. They also had student led conference where they shared their learning confidently and enthusiastically with their parents. Students also celebrated 'International day of happiness' where each student shared : 'I am happy when....'





# Learning and Teaching- Month Review

## Unit of Inquiry:

## Transdisciplinary Theme:

How we express ourselves

## Central Idea:

Play facilitates expression, feelings, ideas and new understandings.

## Lines of Inquiry:

- Purpose of play
- Imaginative use of materials and objects
- The role of toys over time.

## Key Concepts:

function, connection, change

## Related Concepts:

imagination, creativity, Communication

## IB Learner Profile:

Risk-takers,  
Communicators  
Knowledgeable  
Balanced

## Unit of Inquiry: Students

were shown a process of problem solving approach – “Design Thinking”. They watched a story and connected with the problem and could come-up with the solution by themselves. Students understood the needs of their friends by empathizing and they also defined what problems they were facing and came up with solutions. They also shared some ideas on how they are going to design a toy for their friends and did research on different types of materials. Students had a guest talk by a Visual art teacher on creating toy with different materials.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students were introduced to the concept of punctuation through hands-on learning engagements and also introduced sight words. Students practiced blending through 'a','e','i','o' and 'u'.

## **Transdisciplinary Math:**

Students were reinforced with the concept of directions through hands-on learning engagements and the concept of greater, lesser and equal too through various learning engagements. Students reinforced numbers 1-100 through oral counting and through Sequencing numbers using flashcards.

## **PE:**

Students were engaged in fundamental throwing and catching skills. They were engaged in catching skills like toss and catch with single hand, catch with both the hands, high and low catches. They were also engaged in under arm, over arm and overhead throw and discussed its uses and its importance of this skill in other games. They learned with proper stance, body position and focused on throwing accuracy. Students discussed the skills learnt and co constructed the task and success criteria for the final assessment.



# Learning and Teaching- Month Review

**Art:** The students inquired further into paper sculpting techniques by working in groups and individually. They explored different materials used for sculpting like clay and playdough and created artworks using basic shapes , pinch pots using clay balls and clay coils. The students co-constructed the task and criteria to show their learning and worked on the assessment task.

**Drama:** End of unit assessment - Students have chosen a story and designed the characters - their expressions and props and presented to their peers .

**Music:** Students revisited Tempo, dynamics and discussed about Beat in music. Students revisited 'Ants go marching' and 'Honge khamyaab' songs. Students practiced 'Doe a deer' song along with the teacher using Electronic Keyboard.

**Dance:** Students have learned angry and happy emotions through facial expressions and body movements.



# Learning and Teaching- Month Review

**Discussion about Design Thinking**



**Design Thinking-Discussion with Buddy's**





# Learning and Teaching- Month Review

## Design Thinking-Discussion with Buddy's





# Learning and Teaching- Month Review

## Learning Engagement on Greater than, lesser than





# Learning and Teaching- Month Review

Learning Engagement on Letter 'Ww'



Learning Engagement on Greater than, lesser than



Learning Engagement on 'O' clock





# Learning and Teaching- Month Review

## Learning Engagement on Blending CVC words





# Learning and Teaching- Month Review

## Learning Engagement on Blending CVC words



## Learning Engagement on 'Directions'





# Learning and Teaching- Month Review

## Learning Engagement on Blending CVC words





# Learning and Teaching- Month Review

**Learning engagement on 3D Shapes**



**Learning engagement on Directions**



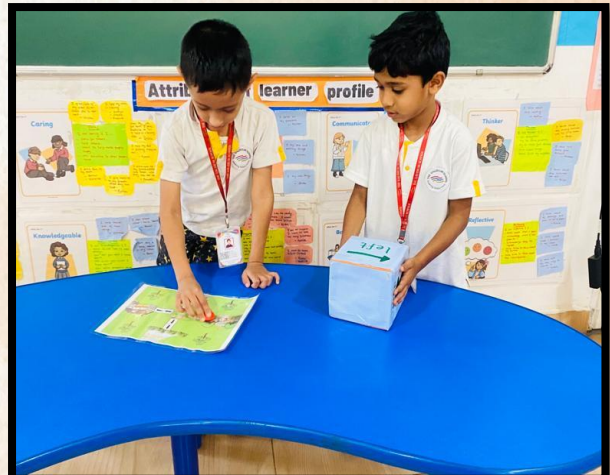
**Learning Engagements -before and after numbers**



**Learning Engagements blending CVC words**



**Learning engagement on Directions**





# Learning and Teaching- Month Review

## Dance



## Visual Art





# Learning and Teaching- Month Review





# Learning and Teaching- Student Led Conference



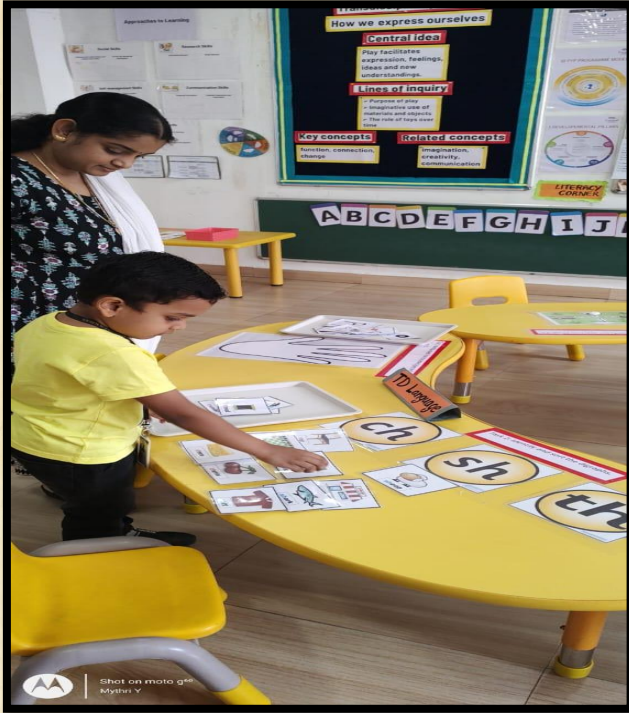


# Learning and Teaching- Student Led Conference



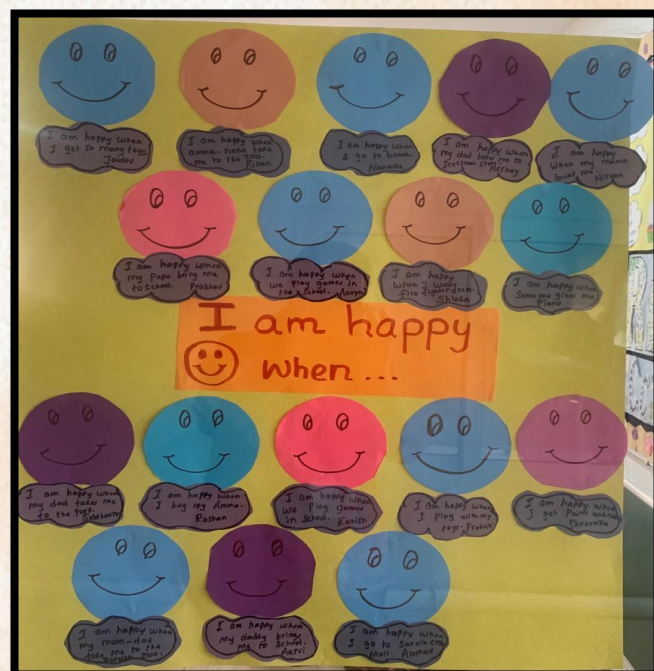
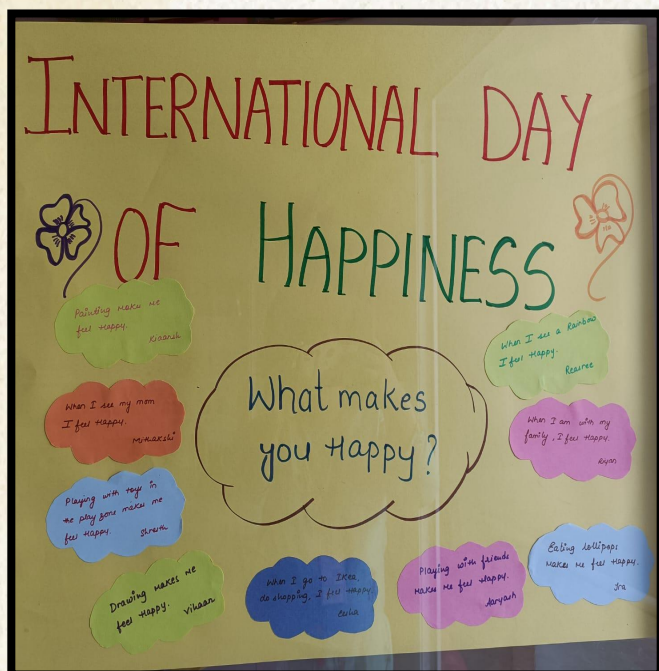
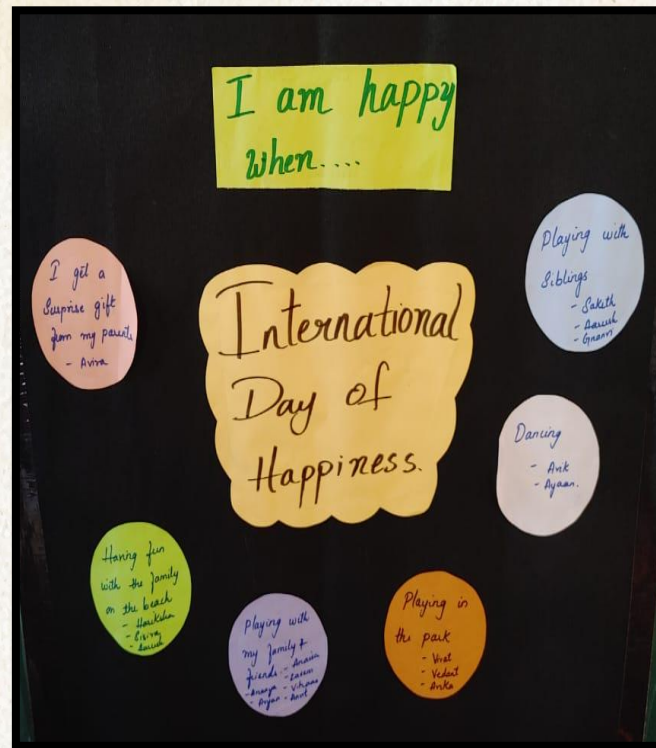
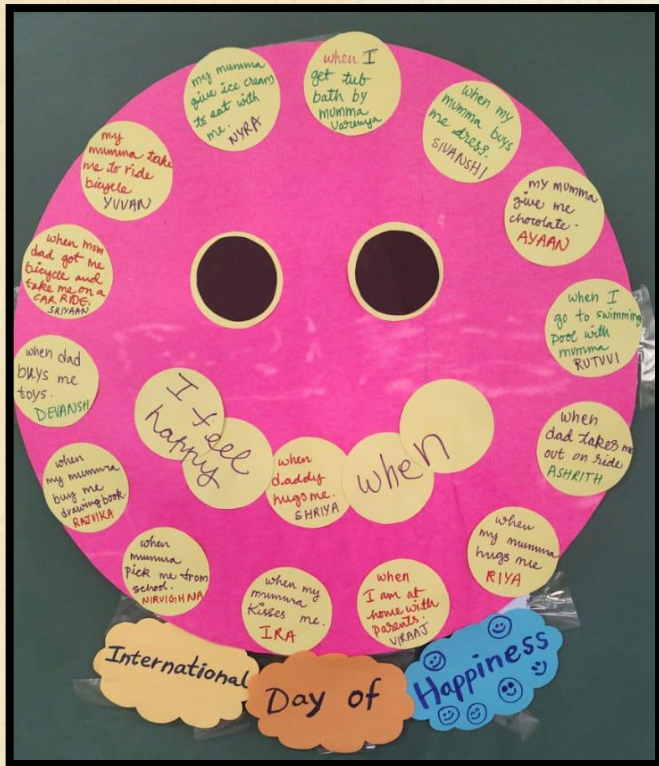


# Learning and Teaching- Student Led Conference





# Learning and Teaching- International Day of Happiness





# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

### **Transdisciplinary Theme:**

How we express ourselves.

### **Central Idea:**

Play facilitates expression, feelings, ideas and new understanding.

### **Lines of Inquiry:**

- Purpose of play.
- Imaginative use of materials and objects.
- The role of toys overtime.

### **Key Concepts:**

Function, connection and change

### **Related Concepts:**

Imagination, creativity and communication.

### **IB Learner Profile:**

Risk-takers, Communicators, Knowledgeable, Balanced

**Unit of Inquiry:** Students will be going through the process of Design thinking and conclude the unit with the end of the unit assessment.

### **Transdisciplinary Language:**

Students will reinforce all the uppercase and lowercase letters with the jolly phonic sound, related objects, correct formation of the letters and build their vocabulary. They will be engaged in various learning engagements to practice blending 3 letter words, sight words and other concepts like singular plural, punctuations and framing simple sentences.

**Transdisciplinary Math:** Students will practice numbers from 1 to 100 and will reinforce concepts like picture addition, big to small and small to big, before, after and between numbers, missing numbers and backward counting.



# Learning and Teaching- Month Ahead

**Art:** Students will be revisiting the concepts learnt and practice the colouring and drawing skills.

**Drama :** Students will learn how to perform a story and where we can use the props in that story. Students will learn eye movement in drama.

**Dance:** Students will be learning free style dance and also do revision of the previous dance steps they have learnt.

**Music:** Students will revisit Tempo, dynamics and discuss about beat. Students will revisit 'ants go marching' and 'Honge Khamyaab' songs. Students will practice 'Doe a deer' , and all the songs of their choice along with the teacher using Electronic Keyboard.

**PE:** Students will practice the skills which they have learnt and conclude the unit with the end of the unit assessment.



# Happenings Month Ahead

**Good Friday :**

**Friday, 7<sup>th</sup> April**

**Graduation Day – PP2 :**

**Saturday, 8<sup>th</sup> April**

**PYP Three Way Conference:**

**Saturday, 15<sup>th</sup> April**

**Last Working Day :**

**Friday, 21<sup>st</sup> 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/>

## **Facebook : For daily updates please like the page.**

<https://www.facebook.com/thegaudiumschool/>