



PRISM

Grade PP2

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

The students have been practising mindfulness every day. They enjoyed doing mindfulness exercises like mindful breathing, (square breathing, count your breath, bell breathing) Mindful movement, (flower pose, squish and relax) 5 sense awareness, (mandala art) Self-awareness (collaboration in a group) and Mindful thinking (growth mindset).



The students were engaged in all the mindfulness exercises and shared their reflections. They even practiced them with their parents and shared the benefits of mindfulness with their friends and family. They celebrated the 'International Day of Happiness' by sharing what do they do when they feel happy.

School Philosophy - 5 Developmental Pillars

Core value

The core value for the month, 'Integrity', was inculcated in students in various ways. The students discussed the meaning of 'integrity'. They connected to stories related to it and shared real-life examples of where they displayed integrity.



Holistic Excellence

As a part of holistic excellence, the students were given Oxford reading tree books to enhance their literacy skills. They enjoyed listening to stories during the library session.

School Philosophy - 5 Developmental Pillars

Stakeholder engagement

The students had health checkups by 'Medicover Hospitals'. The students recently shared their learning with their parents during the SLC (Students Led Conference). We celebrated International Women's day by felicitating the lady teachers at The Gaudium.



Global leadership

The students continued to develop and demonstrate ATL and learner profile attributes by participating actively in the assemblies. They continued to take ownership of their learning by setting their learning goals and sharing their reflections.

Learning and Teaching – This Month

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Interpretation of artefacts contributes to understanding of peoples' personal histories.

Lines of Inquiry:

- Analyzing artefact
- Creating artefacts
- Reasons people keep or discard artifacts

Key concepts:

Form, Function, Causation

Related concepts:

Artefact, History, Value

Attributes of learner profile:

Thinkers, Open-minded,
Risk-Takers, Reflective

Unit of Inquiry:

The students tuned into the new unit of inquiry under the theme, 'Where we are in place and time'. They explored the meaning of artefact and shared their perspective on what an artefact is by connecting to real-life examples. They sorted real-life objects into artefacts and non-artefacts.

They explored the meaning of analyze and used their senses to analyze an artefact. They shared the age, material, and texture of an artefacts during the show-and-tell learning engagement.

The students understood that we use different materials to create an artefact. Later they created their artefact and shared reasons to keep it or discard it.

Learning and Teaching – This Month

Transdisciplinary Language:

Connected to the unit of inquiry, the students were introduced to adjectives and tenses.

the students connected to adjectives by describing the artefact and framed simple sentences using adjectives.

While discussing the age of an artefact, they connected to the tenses. They shared that tenses talk about when the action had taken place.

Using the action words, the students framed simple sentences for past, present and future tense through different learning engagements.

The students continued reading sight words and sentences.

Transdisciplinary Mathematics:

The students were introduced to the properties of 2D and 3D shapes, timeline and clock.

The students were introduced to time while discussing the age of an artefacts through different stories, and shared their timeline.

They connected the unit of inquiry with time and came up with o' clock.

Learning and Teaching – This Month

Dance:

The students learnt the next set of dance moves in Freestyle. They practiced the same on the count of eight with music.

Art:

The students worked in groups and chose to draw a face and make stick puppets. They then shared their story with the class using the puppets. The students further explored types of art through clay modelling. They made basic shapes and joined them to make clay models.

The students made transdisciplinary connections to artefacts while creating their models. They further connected to Math and Language while learning to add and take away in making clay models and using tools in their surroundings.

PE :

The students continued to unpack the lines of inquiry through different learning engagements.

The students explored different gymnastic exercises to develop motor abilities, balancing, stretching, coordination exercises and jumping variations. They shared their understanding of the same.

They also gained an understanding of the benefits of kicking and dribbling.

Drama:

The students worked on the following areas while demonstrating the attribute of a thinker in the month of March- characters and their roles

Music:

The students were introduced to the song in Spanish 'Up Down'; they revisited the learned songs. They further revisited the musical instruments and music notes in the solfège system.

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:

The students will revisit the transdisciplinary themes they inquired into through different learning engagements and connect their learning to real life.

Transdisciplinary Language:

The students will revisit parts of speech like verbs, adverbs, prepositions, adjectives, cause and effect, nouns, story elements, tenses, opposites, singular plural, reading and writing short stories using consonant blends and digraphs.

Transdisciplinary Math:

The students will revisit addition, subtraction, number line, fractions, ascending, descending, odd numbers, even numbers, timelines, 2D shapes, 3D shapes, compass, number names, skip counting, numbers till 500, bar graph, greater than and lesser than.

Dance:

The students will be introduced to the next new hand and leg movements for the dance form – Freestyle & HIP-HOP. They will practice the same on the count of eight with music.

Art:

The students will choose to work on any one of the techniques for their assessment. They will co-construct the task, tool and criteria for the end of unit assessment.

PE:

The students will explore the lines of inquiry through the learning engagements. They will gain an understanding the benefits of catching and throwing.

Drama:

Students will work on the following areas during the month of April.- Characters and their roles

Music:

The students will revisit songs 'Up Down', 'The Farmer in the Dell', 'It's a small world' 'You are my sunshine' and other songs learned in class; they will also revisit steady beat, dynamics, tempo and pitch and musical instruments and music notes in the solfege system.

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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