



# 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=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 enjoyed practicing mindfulness exercises such as Mandala Art, Growth mindset quiz, Count your breath, Squish and relax, Square breathing, Flower Pose, and Bell breathing. These exercises helped the students to understand growth mindset and to improve their concentration. They also explored how to express themselves creatively and the importance of collaboration through mindfulness.



Students had a session with a school counsellor respecting perspective and emotional regulation. They saw a video on perspective, discussed facts and opinions and shared their reflections. Using a self regulation chart, they also discussed emotional regulation and it helped students to take control of their emotions and behaviour.



# School Philosophy- 5 Developmental Pillars

## Core values

The core value for the month is 'Integrity', was inculcated in students through different stories and discussions. They connected to stories and shared real-life examples of where they have displayed Integrity. They also knew the importance of integrity and how to build it.



## Holistic Excellence;

Students continued practicing jolly phonics and read Oxford Reading Book (ORT). During the reading session students enjoyed listening to various stories and shared their reflections.



# School Philosophy- 5 Developmental Pillars

## Global Leadership

Students developed and demonstrated ATL and attributes of learner profile by actively participating in various learning engagements by reviewing the essential agreements of the class.



## Stakeholder Engagement

Students confidently shared their journey of learning taking the ownership to lead the SLC (Student Led Conference). Students also celebrated International day of happiness where they shared I am happy when... They shared confidently and enjoyed it.



# Learning and Teaching- Month Review

## Central Idea:

Interpretation of artifacts contributes to understanding of people's personal histories.

## Lines of Inquiry:

- Analyzing artifact
- Creating artifacts
- Reasons people keep or discard artifacts

## Key Concepts:

Form, Function, Causation

**Unit of Inquiry :** Students inquired into the sixth unit, under the theme, 'Where we are in place and time'. They shared their prior knowledge as they observed objects of 2 different stations and came up with word "Artifacts" to describe those objects. Students explored the meaning of artifact. They sorted artifacts based on their understanding and gave reasons for sorting. Students engaged in analysis of different artifacts as well. They observed the shape, color, size, texture, etc. of the artifact as part of analysis and discussed the possible use of the artifact, who might have used it. Students had a "show and tell" learning engagement for which they brought an artifact of their choice and shared details regarding it. Students started inquiring about "creating artifacts", and they shared artifacts that they would like to create using their choice of material, also shape, size and color of the artifact that they would like to create.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

While describing the artifacts students understood the importance of adjectives and framed simple sentences using describing words. Students were introduced to tenses 'past tense, present tense and future tense. They connected to the concept of tenses while arranging artifacts based on how old it is.

**Transdisciplinary Math:** Students made connections with 2D and 3D shapes while analyzing the artifacts. They described the shapes using its properties. Students were involved through different learning engagements to understand the concept of timeline. They explored the concept of time using clock. Students learned to tell time using AM & PM.

## **Dance:**

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

**Music:** Students revisited Tempo, Dynamics, steady beat, and melody/tune. Students practiced School Prayer, School song and National Anthem.

**PE :** Students explored cobra, bow pose, baby roll, basic role backward and forward, straddle sit to improve flexibility. They also explored and practiced forward jump from height.



# Learning and Teaching- Month Review

## **Art:**

Students worked in groups and made a choice of drawing the face and cutting out to make stick puppets. They then shared their story to the class using the puppets. The students further explored the types of art by using the clay and creating models using it. The students made basic shapes and joined them to make clay models. The students made the transdisciplinary connections to the artefacts while creating their models with math and language while learning the techniques of adding and taking away in the process of making the clay model and using the tools in their surroundings to create the details.

**Drama:** Students created a story with music, sound, characters & expressions and acted the same. They worked individually and understood the importance of stage presence and performance area.



# Learning and Teaching- Month Review



**Students exploring artifacts**





# Learning and Teaching –Month Review

**Students exploring artifacts**



**Students exploring artifacts through school tour**





# Learning and Teaching- Month Review



**Students exploring artifacts**





# Learning and Teaching- Month Review



**Observing Artifacts ( shape, size, colour and material )**





# Learning and Teaching- Month Review



## Learning about Artifacts





# Learning and Teaching- Month Review



**Show and tell**





# Learning and Teaching- Month Review



## Show and tell

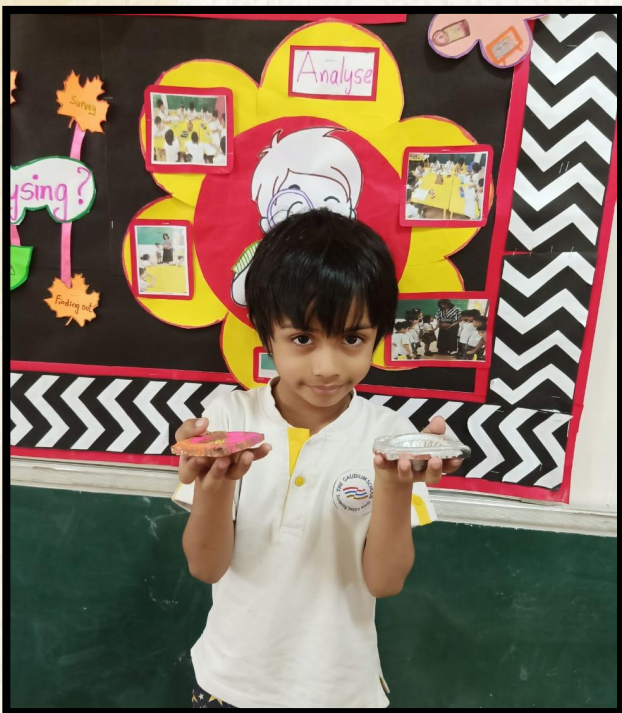




# Learning and Teaching- Month Review



Show and tell





# Learning and Teaching –Month Review



**Practicing Timeline**



**Practicing place value**



# Learning and Teaching –Month Review



## Analysing Shapes



# Learning and Teaching- Month Review



**Learning in Music class**



**Learning in Music class**



# Learning and teaching Review



**Learning in Drama class**



**Learning in Dance class**



# Learning and Teaching- Month Review



Reading session



Reading ORT books



# Learning and Teaching- Month Review



**Reading session**



**Learning clay modelling**



# Learning and Teaching- Month Review



Learning clay modelling



# Learning and Teaching- Month Review



**Learning clay modelling**



**PE (Physical Education )**



# Learning and Teaching- Month Review



**PE Class**





# Student Led Conference





# Student Led Conference





# Student Led Conference





# Student Led Conference





# Student Led Conference





# Student Led Conference





# Student Led Conference





# Student Led Conference





# Student Led Conference





# International Day Of Happiness





# International Day Of Happiness





# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

Where we are in place and time

## **Central Idea:**

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

## **Lines of Inquiry:**

- Analyzing artifact
- Creating artifacts
- Reasons people keep or discard artifacts

## **Key concepts:**

form, function, causation

## **Related concepts:**

form, function, causation

## **Unit of Inquiry:**

The students will further inquire into reasons people keep or discard artifacts. They will engage in creating artifacts as well.

## **Transdisciplinary Language:**

In connection with unit students will explore descriptive writing to describe artifacts. Students will further revisit the concepts of nouns, verbs and adjectives.

## **Transdisciplinary Math:**

In connection with the unit, the students will inquire into the concept of ascending- descending order. They will also explore non -standard and standard units of measurement.



# Learning and Teaching- Month Ahead

**Art:** Students will choose to work on any one of the techniques for their final assessment. They will co-construct the task, tool and criteria for the end of unit assessment

**Music:** Students will revisit Tempo, Dynamics, steady beat and melody/tune. Students will practice Small World, Doe A Deer, Sunshine, School Prayer, School Anthem and 'I like the flowers' song.

**Dance:** Students will be learning freestyle bhangra dance and will also do revision of the dances they have learned in class.

**Drama:** Students will discuss different characters of different stories and they will enact those characters with action and voice modulation

**PE :** Students will explore and practice manipulative skills, basic movement's single hand striking, double hand striking They will also co -construct end of the unit assessment task and criteria.



# 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/>