



PRISM

Grade 1

April 2023

Message from the Principal's Desk

Dear Parents,

Greetings!

Academic year 2022-23 has come to an end. Our students have worked hard inside the classrooms and participated in a range of learning opportunities outside as well. Often people around us talk about success and I wonder what it is. I read through these two short stories that answered these questions!

Once a man asked Socrates the secret of success- what is success? Socrates asked the young man to meet him near the river next morning. The young man came to the river next morning. Socrates was waiting for him. He asked him to walk with him towards the center of the river. When water got up to their necks, Socrates took the young man by surprise and ducked him into the water. The boy struggled to come up to the surface but could not do so. The boy tried his best, but Socrates was strong.



He kept him inside the water till he turned blue. Just then Socrates took the boy out of water and the first thing he did was gasp a deep breath for air. Socrates then asked him- what did he want the most when he was inside the water. The young man replied – air. To this Socrates replied that when you want success as badly as you want air you succeed. There is no other secret to success.

Once a sage came to meet a king. The king was very busy and hence the sage had to wait. After a while the gate keeper called the sage and took him to the king. Upon entering the hall, the sage took off his hat and bowed to the king. Just then the king too took off his crown and bowed to him. Seeing this the king's minister asked him why he did so because the sage was a common man while he was the ruler of the kingdom. To this the king replied that the sage took his hat off to show his respect to the king, which is a virtue. If he did not take his crown and show his respect it would mean that the king is less humble and has no virtue in comparison to an ordinary man.

Adapted from- <https://moralstories26.com/story-of-burning-desire-socrates>

It is very important that we create this deep desire for success in our students, teachers and teams but also instill in them the virtue of humility and respect. Success with humility is very powerful. Humility helps you build trust with others. Humility helps learn. Trust and knowledge are two of the most important aspects of development and success. Humility reminds that there is someone behind us helping us and someone ahead of us guiding us.

As we look forward to the next academic year to unfold in June, 2023, we will continue to focus on greater success with humility and instilling core values in all our stakeholders to balance their inner as well as outer worlds to emerge as responsible global citizens.

Warm regards,

Anjalika Sharma

Head of School IBPYP

Message from the Center Head's Desk

Dear Parents,

Greetings!

As we come to an end of another successful school year, I would like to thank our senior management team for their continued guidance, parents for their support and trust; and teachers for their dedication and effort to achieve excellence in creating holistic learning environment for our students.

We are committed in developing socially responsible citizens in a safe, creative, and challenging environment which encourages our students to be clear about their values. Our focus is to empower our students and highlight their leadership skills by providing them a platform to enhance their communication skills, team building, collaborative work, persistence, and determination and we excelled in these areas by providing multiple opportunities to our students to showcase their scholastic and non- scholastic growth.



To guide our learners in achieving their goal, facilitators also underwent continuous professional development trainings to upgrade their understanding of the strategies to cater to the different needs of learners.

We have shared the academic progress of our students through term 2 PTM and reports. Working on the feedback given by teachers will be helpful for the child's learning growth.

Over the summer break the students have been given holiday assignments to continue revisiting the learnt concepts. Kindly encourage your child to complete the same which will help them to prepare for the next academic year.

Looking forward to our continued partnership in the new academic year for the learners to progress and reach their potential holistically. We wish you all a restful summer break!

Warm regards,
Sandhya Ramesh
Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being:

The students enjoyed mindfulness sessions such as five-finger starfish meditation, squirrel pose, heartbeat exercise, heart map, mandala art. The students also reviewed their goals, were involved in writing a gratitude journal and wrote a gratitude letter to the one they want to thank or show gratitude.



The session developed a positive outlook in the students and to build coping strategies to deal with bullying and worry management as a group awareness session. The students watched a video on bullying which showed do's and don'ts on how to stop bullying. They were introduced to the worry scale and had a discussion on it. Self-regulation techniques and activities were discussed to keep worries under control. The students were responsive and thoughtful.



School Philosophy- 5 Developmental Pillars

Holistic Excellence:

Learners continued to demonstrate attributes of learner profile through various learning engagements and classroom discussions. They continued practicing jolly phonics and read the Oxford Reading Book (ORT). The students reflected on the stories read during the library sessions and shared their understanding with their peers.



Stakeholder Engagement: The students and all the stakeholders with great enthusiasm participated for grade PP2 Graduation Day. The students of Grade 1 were a part of the choir where they sang cheerfully for the graduands of PP2. All the stakeholders attended the three-way conference to reflect on the students' learning. Teachers shared their observations, shared feedback and feedforward about the student's academic progress.



School Philosophy- 5 Developmental Pillars

Global Leadership: The students developed and demonstrated ATL and the attributes of learner profile through various learning engagements. They were engaged in reflecting on their learning, identifying areas of improvement, and goal setting. The students were involved in co-constructing assessment tasks.



Core values:

The core value for the month, 'Integrity', was inculcated in various ways. The students continued to reflect on the importance of being honest and truthful about one's actions. They watched videos and read stories related to integrity. The students later explored different ways to show integrity.

Professional Development

Reading Sessions:

Learner Agency:

Implementing Agency sessions focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. We shared how the students take initiative, express interest and wonderings and make choices to achieve their goals.

Learner Profile:

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional, and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active, and caring community members who respect themselves, others, and the world around them.

We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action. We also shared a few examples of how these attributes are connected to learning goals, actions, self-assessment, etc.

As a team, we read and reflected on how the attributes of the learner profile are connected to transdisciplinary learning. We shared our perspectives on how the attributes of the learner profile are developed and revisited through the units of inquiry through subject-specific investigations and how are they documented on PYP planners as a part of the collaborative planning process.

PYP Exhibition:

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners, and be responsible for their learning to take action.

Professional Development

Concept-Based Learning:

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject based. Concepts help to build understandings across, between, and beyond subjects. We discussed and shared various learning engagements that worked well in our classes to understand the same.

Action in PYP:

Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning, and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities.

We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust, and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

Inquiry:

Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed various learning engagements that worked well in the classrooms to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching, and seeking information, and solving problems in a variety of ways. We also shared our perspectives on how an inquiry helps to facilitate the development of the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

The Early Learner:

Teachers support students in developing social-emotional competence because this connects to children's emotional well-being and their ability to adapt to new environments and form successful relationships throughout life. We discussed how the teachers support learning by planning and giving uninterrupted time for play, building strong relationships with students and their families, creating and maintaining responsive spaces for play, and offering many opportunities for symbolic exploration and expression with real-life examples.

Professional Development

5 Developmental Pillars Of 'The Happy Minds' Model

We had a session on the five developmental pillars by the core members team.

The Gaudium Happy Minds' Model rests on 5 developmental pillars, which represent our belief that- Holistic Excellence in learning, teaching, and leading is achieved by imbibing 5 core values and implementing a well-defined mindfulness and well-being programme involving all stakeholders thereby ensuring that our global leaders are ready to take the quantum leap into the future.

Holistic Excellence:

Holistic Excellence focuses on providing a joyful learning environment where every child engages in exploring, experiencing, experimenting, and exhibiting their learning which encourages them to take action and inculcate leadership qualities to make a difference to themselves and others.

We shared and reflected on how the students know the importance of reading books and shared their reflections, life skills activities that went well, and the suggestions if any to be made for the next academic year 2023-24.

Core Values:

Our 5 core values Respect, Empathy, Integrity, Perseverance, and Gratitude are essential for all to balance their inner and outer world in the pursuit of happiness. We discussed the core values calendar and the reflections shared by the stakeholders.

Mindfulness and Well-being:

Our mindfulness and wellbeing programme is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social and physical development of each student. We revisited the mindfulness curriculum and the calendar followed by sharing perspectives.

Stakeholder Engagement

Students, Parents, Teachers, staff and the local community are stakeholders who meaningfully connect and collaborate to learn, grow and add value to the school culture. We discussed if any event/activity is to be added as a part of the stakeholder engagements followed by reflections.

Global Leadership

It equips our students with confidence, skills and competencies that leads to self-clarity, enhances interpersonal skills and fosters positive change in the community using the levers of innovation. We shared the importance of UNSDG and the IB leadership capabilities and also discussed the students'-initiated actions and the innovative ideas that the students came up with during their design thinking process.

Learning and Teaching- Month Review

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

Related concepts:

conservation, development, sustainability

IB Learner Profile:

Knowledgeable, Caring, Principled

Unit of Inquiry:

Learners continued to explore the different space in their immediate environment. They also discussed the importance of space in the environment. The students later designed space in the environment of their choice. Learners co-constructed the assessment criteria and concluded the unit by sharing their unit reflection as end of unit assessment.

Transdisciplinary Language:

The students were involved in the reinforcement of the concepts that they have learned. They continued to practice spellings.

Learning and Teaching- Month Review

Transdisciplinary Math: The students were involved in the reinforcement of the concepts that they have learned. They continued practicing tables, repeated subtraction as division and mental math to enhance their mathematical skill.

Drama: The students worked on different characters of different stories. They reflected on their understanding about the characters and tried to perform those characters with voice modulation and action.

PE: Learners explored and discussed about receiving skills and its variation. Later the students co-constructed the task and success criteria. Their final assessment of learning was conducted. They were involved in various fun games and activities.

Art: The students actively participated in creating artworks by making mask. They revisited the concepts learnt like elements of art line, shape, colours, texture, space, which they have combined them to create their artworks.

Dance: The students explored and learnt a few more freestyle and jazz movements. They revisited all the dance form they have learned during the dance sessions.

Music: The students discussed melody, genre, and rhythm in the class. They practiced Una Paloma Blanca, My Grandfather's Clock and School song with the teacher using Electronic Keyboard.

Learning and Teaching- Month Review

Hindi: Students were introduced to the letters ह, क्ष, त्र and ज्ञ. They read stories based on these letters and recited poems and practiced words related to these letters for deeper understanding. Reinforcement of all the letters was done in the notebook.

Telugu: Students were engaged in revision of Varnamala, 1-20 numbers in Telugu, names of the colors and weekdays. They participated in oral recitation and forming simple words using the letters.

French: Students were involved in reinforcement of Greetings, present yourself, numbers 1-20, shapes, classroom commands, animal names along with indefinite articles, all about me with possessive adjectives, names of fruits and vegetable along with definite articles, and classroom objects in French. They watched a short poem/rhyme and videos related to some of the above concepts in French.

Spanish: Students were involved in reinforcement of greetings, present yourself, numbers 1-20, shapes, classroom commands, animal names along with indefinite articles, all about me with possessive adjectives, names of fruits and vegetables along with definite articles, and classroom objects in Spanish. They watched a short poem/rhyme and videos related to some of the above concepts in Spanish.

Learning and Teaching- Month Review



Narrating a story using puppets



Heartbeat Exercise

Learning and Teaching- Month Review



Drama: Students enacting their favourite characters

Learning and Teaching- Month Review



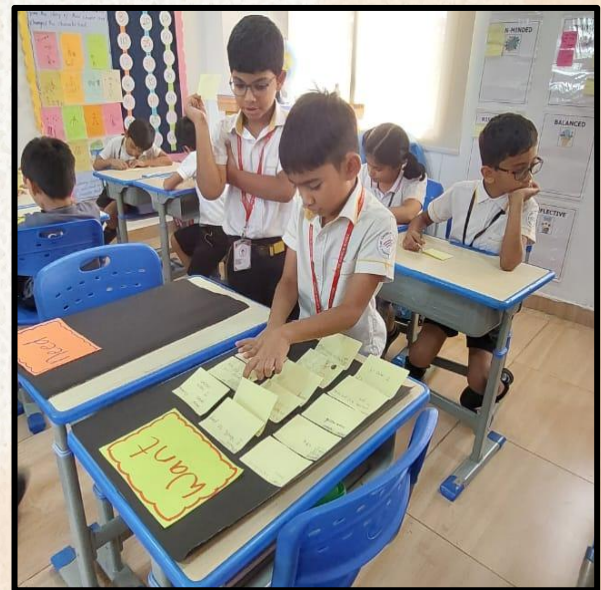
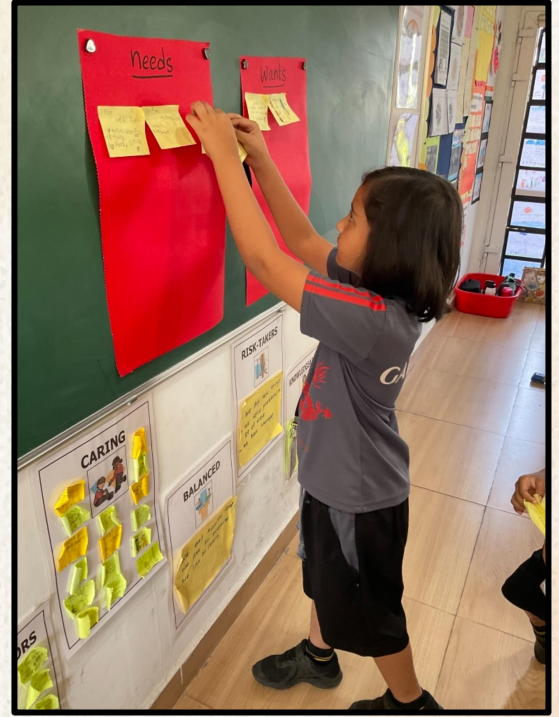
Group awareness session

Learning and Teaching- Month Review



Students reflecting on their understanding and usage of 'pronouns'

Learning and Teaching- Month Review



UOI-Students reflecting on their understanding about needs and wants

Learning and Teaching- Month Review

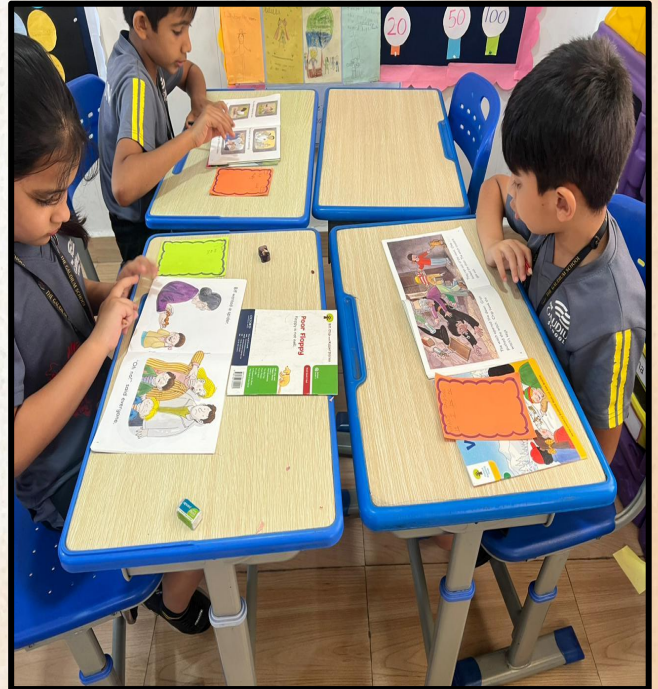
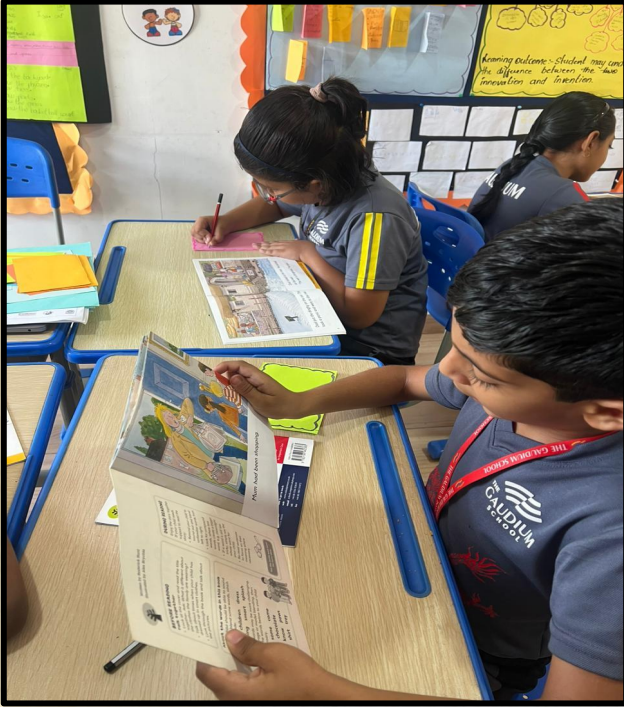


Students reflecting on their understanding on repeated subtraction as division



Students during library session

Learning and Teaching- Month Review



Treasure hunt: Students listing the pronouns from the story in ORT books.

Graduation Day Celebrations



Happenings Month Ahead

School reopening dates – Nursery to 5

Grade 3, 4 and 5 – Wednesday, 14th June 2023

Grade 1 and 2 – Monday, 19th June 2023

Grade Nursery, PP1 and PP2 – Wednesday, 21st June 2023

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/>