



# PRISM

**Grade 2**



# 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 & Well-Being:

Our Learners start their day with the mindfulness session which helps them to stay more focused and active throughout the day. They continued to practice exercises such as -Volcano breathing, Balancing self - Row the boat, Mandala Art, Heart map, Five finger starfish meditation, Gratitude journal, Hissing breath and Heartbeat exercise. They also reviewed and shared their goals.



The students discussed bullying and worry regulation with the school counsellor. They participated in an anti-bullying scenario learning activity by contributing their ideas and suggestions. The students were shown a video on the choice between being a bystander and an upstander, in which they were encouraged to switch from being bystanders to upstanders. The learners were receptive and thoughtful.



# School Philosophy- 5 Developmental Pillars

**Global leadership:** As a part of the global leadership, learners were involved in regularly demonstrating attributes of learner profile and continued to take ownership of their learning by reflecting on their progress, recognizing their strengths and areas for improvement. Learners represented their learning through different learning engagements showcased their chosen work in their portfolios. They were engaged in reviewing goals and revisited their long term and short-term goals.



## Core values

In continuation with the core value of the month Integrity , learners chose wisely between what is right and what is wrong. They are now aware that they can feel proud of their integrity. They actively participated in discussions and reflected on their understanding. They shared the importance of integrity in their lives. It helped them to make trustworthy bonds with people around them.



# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

Learners were indulged in reading ORT books and fiction stories which helped them to develop their communication and thinking skills. Under the life skill programme, learners were shown videos about making a compost pit using biodegradable wastes. They were able to share their understanding and discussed the differences between bio and non biodegradable wastes with peers. They were engaged in problem solving and empathized with problems around them and connected with the design thinking process.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement :

It was a great opportunity to share the academic progress and growth based on classroom observations of the learner, their portfolios and assessments during the Term 2- 3-way conference .Teachers discussed strengths and learning styles of the students with a scope of improvement at different levels with the parents. It was a joint effort, mutual understanding and cooperation of both parents and teachers for the overall progress of the learner.





# 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

## 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

## Related Concepts:

diversity, Interdependence, behavioral adaptations

## Unit of Inquiry:

Learners explored the unit under the theme 'Sharing the planet'.

They researched about different habitats and identified the challenges foreseen in the habitat. Learners discussed the real-life issues/ problems that they face as a part of their design thinking process and were engaged in problem solving and empathized with problems around them to connect with the design thinking process. Our learners identified two major problems and could find the possible solutions . They created a prototype and shared their prototypes with their peers. Problems such as-

1.Setting up a sensor garbage bin that can sense different waste and gather it in appropriate bins.

2.Installing a sensor to get the alert when overfishing/illegal fishing happens.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Learners continued to co-construct the weekly spelling list to enhance their vocabulary. They made transdisciplinary connections with letter writing, essay writing , Story sequencing , contractions and journal writing. They also identified the features of article writing.

## **Transdisciplinary Math**

Learners connected to transdisciplinary math with the introductions to symmetry lines, measurement of temperature which helped them research about the temperature of different countries around the world. Learners continued practicing mental math every day.

## **Music**

Learners discussed the pitch and revisited "What a wonderful world" ,"Together we can change the World" ,"Una Paloma Blanca" and songs of their choice.

## **Hindi :**

Learners revisited all matras, poems recitations, opposites, and synonyms taught in this term. They learned the elements of a story through different stories.

## **Telugu :**

Learners revisited all the concepts learned so far such as, Guninthala gurtulu, vathulu, poem recitation. They revisited synonyms, antonyms, compound words, singular and plural, rhyming words etc.



# Learning and Teaching- Month Review

## French

Learners were introduced to the names of sport activities and places in French. They learned how to write in a postcard describing a French festival in French. They revisited all the concepts learned so far such as- numbers 1-50, classroom commands, feelings, fruit and vegetable names along with indefinite articles, months, days, framing sentences using singular subject pronouns (Je, tu, il, elle).

## Drama

Learners watched a performance and created their own performance along with their peers/alone using their ideas. They used expressions and voice modulation in their performances.

## PE

Learner focused on the final assessment and enhanced their skills by practicing them. They practiced the skills learnt in the previous PE sessions.

## Spanish

Learners were introduced to the names of Sport activities and places in Spanish. They learned how to write in a postcard describing a Spanish festival in Spanish. They revisited all the concepts learned so far such as- numbers 1-50, classroom commands, feelings, fruit and vegetable names along with indefinite articles, months, days, formal conversations, framing sentences using singular subject pronouns (Yo, Tú, Él, Ella)

## Art

Learners revisited the concepts learnt such as - elements of art line, shape, colours, texture, space. They worked collaboratively to create their artworks. Later, they revisited different types of arts such as- Madhubani art, Warli art , etc.

## Dance

Learners explored more free style and jazz movements and revisited all the dance steps they learned in previous sessions.



# Learning and Teaching- Month Review



**Reading and reflecting on ORT Books**





# Learning and Teaching- Month Review



**Mindfulness: Squirrel Pose**



**Mindfulness: Mandala Art**



# Learning and Teaching- Month Review



**Discussion on different oceans and continents of the world**



**Discussion on different habitats**



# Learning and Teaching- Month Review



**Finding the temperature of different countries through research work**



**Labelling continents on the world map**



# Learning and Teaching- Month Review



**Article Writing- Identifying different articles using newspaper**



**Hands on activity: Writing genders**



# Learning and Teaching- Month Review



Revisiting different songs





# Learning and Teaching- Month Review



## Revisiting free style and jazz movements





# Learning and Teaching- Month Review



**Creating an artwork using different elements of art form**





# Learning and Teaching- Month Review



**Creating their own performance with peers**





# Learning and Teaching- Month Review



**Reading and reflecting in Library**





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



## Life skill: Identifying Biodegradable and non biodegradable waste





# Learning and Teaching- Month Review



**PE**



**Gymnastics**



# Learning and Teaching- Month Review



PE



# Happenings Month Ahead

**School reopening dates – Nursery to 5**

**Grade 3, 4 and 5 – Wednesday, 14<sup>th</sup> June 2023**

**Grade 1 and 2 – Monday, 19<sup>th</sup> June 2023**

**Grade Nursery, PP1 and PP2 – Wednesday, 21<sup>st</sup> 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/>