



# P R I S M

Grade 2  
June and July 2023

# Message from the Head of School – IB PYP

Dear Parents,

Greetings from The Gaudium!

A very warm welcome to the new academic year 2023-24.

I believe this new school year will continue to usher in various opportunities to learn, share experiences, build capabilities and achieve success through a safe, and stimulating environment. Our learning environment reflects the vision and the spirit of our school, and we will continue to unlock the potential of each student to bring out the best in them.

Nothing much can be achieved alone, and it is rightly said that power lies in the team. Recently I read a short story which further strengthened my belief in teamwork.



The victory of United States over the Russian hockey team in the 1980s Olympics was called the “Miracle on Ice” for many reasons. The Russian team had dominated the sport for as long as anyone could remember, and in the United States, hockey had always been a second- or third-tier sport. How the 25-year-old team captain Mike Eruzione got his team to bring home the gold and beat the odds-on favourites, the seasoned Soviet team had been the most inspirational teamwork example.



# Message from the Head of School – IB PYP

As a child, Eruzione never thought of himself as a star player. He thought of himself as a **team player**. He believed success was due not to individuals excelling as much as everyone on the team carrying their own weight and having a strong work ethic. Although at Boston College he didn't make it to the main team and was placed on the B team, he was told not to lose confidence.

With those early lessons in teamwork, he gained the respect and trust of the Olympic hockey team. He understood that there were a lot of egos on the team that had to be put aside for the good of the team. Everyone had to feel they were important and were contributing. The backup goalie, Steve Janaszak, never played in the Olympics, but he was as important to the win as anyone.

Teamwork is not having one person force their way on the others. It's about being open minded. All involved must find common ground and work together because the end result is something all can benefit from. Teamwork must be a process, not etched in stone, but always open and willing to improve. *Teamwork is inspiring!*

(Adaptation-<https://www.projectmanager.com/blog/teamwork-examples>)

At The Gaudium School, we believe that parents and teachers need to work together to create the best possible environments to foster physical, emotional and intellectual well-being for all our students. Children do best when parents and school are connected in meaningful ways. Teacher and parental involvement in a child's learning contributes to his/her success.

Let us come together as a team with greater vigour and zeal to ensure that we communicate, support, encourage and trust our children in their journey of learning!

On this note I thank each one of you for your firm faith in our vision and support in the efforts to unlock the potential of every student!

Warm regards,

Anjalika Sharma

IBPYP Head of School



# Message from the PYP Coordinator's Desk

Dear Parent

Greetings from The Gaudium!

As I embrace change and growth by becoming part of The Gaudium family, I am thrilled to witness our expressive and engaged students unleash the power of their curiosity. Each classroom has its own story to tell. I was fortunate to be part of the grade level assemblies focused on our core value 'respect'. Our students' creative presentations showed me respect through a new lens. Respecting everyone, respecting everyone's ideas, respecting time, respecting the environment were a few takeaways for us.

We are happy to share that our youngest early years learners have achieved their first milestone: they enter school with smiles, excitement and ease.



They have settled well into their classrooms, which are vibrant spaces of discovery and exploration, where learning looks like a delightful adventure.

Each grade is at the end of their first Unit of Inquiry, where students have constructed knowledge and made connections, researched and have taken the ownership of their learning by learning the art of framing effective questions.



# Message from the PYP Coordinator's Desk

Students of Grade 2 got an opportunity to learn beyond the walls of the classrooms. They visited Mrugavani Park to understand our responsibilities in public places. Now it's time for them to evidence their learning through the unit end assessments.

Life Skills in our school play an important role in developing holistic individual. These sessions are designed to equip our learners to become independent and accept challenges. As a part of the Life Skills program this month, Grades 1 and 2 enjoyed learning to make lemonade and Grades 3 to 5 participated in an informative session on First Aid.

Grade 5 is the culminating year of the IBPYP Programme and hence our students of grade 5 are understanding the role of The PYP Exhibition by reading, interpreting, discussing and annotating The PYP Exhibition Guidelines document given by IB. The Exhibition is a yearlong process, and we will continuously share our learnings along the way with you.

Learning never stops at The Gaudium: our mentors went through an intensive professional development on our working Saturday. We ensure that we learn together and equip ourselves to facilitate learning for our young learners.

I have seen the past few weeks filled with impressive learning and engagement, be it students, mentors or leadership. I feel privileged to be part of The Gaudium Family. It is my utmost priority to build a strong bond of trust with our students and their mentors. We have shared responsibility to nurture our students. We thank all the parents and guardians who ensured to connect with our mentors on TPC. We look forward to your continuous support!

Meera Chhabria

PYP Coordinator

The Gaudium School





# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

Students enjoyed participating in different mindfulness exercises. They practiced five finger starfish breathing and mindful movement using deep relaxation. They also engaged in mindful walking. Students participated in International Yoga Day where students shared the benefits of practicing yoga.



Students practiced five senses awareness by sharing the sounds that they hear, the things they see around them and the smells that enhance their focus and concentration abilities. They shared everything about themselves in self-awareness where they also connected with similarities and differences. Students shared what they are thankful for through mindful thinking activity.



# School Philosophy – 5 Developmental Pillars

## Core Values

The core value for the month, 'respect', was inculcated in various ways. Students discussed ways of respecting their parents, friends, environment, and country. They shared, listening to their peers' thoughts, way of thinking, point of views, etc. Students self-reflectd on their practices to develop the core value. They shared real-life examples where they showed respect for each other.



## Global Leadership

Students organized and conducted their weekly assemblies as part of the global leadership pillar. Students were involved in making choices, co-constructing essential agreements, and assessment tasks. Students casted their votes for the following PYP student council positions- cultural, sports and house prefects.





# School Philosophy – 5 Developmental Pillars

## Holistic Excellence

As a part of holistic excellence, students started reading Oxford Reading Tree sight words and books. They enjoyed reading stories and shared their reflections. Students made lemonade with an emphasis on the importance of safety in the kitchen during the life skills session. It developed practical skills and provided students a platform to explore their curiosity and problem-solving abilities.



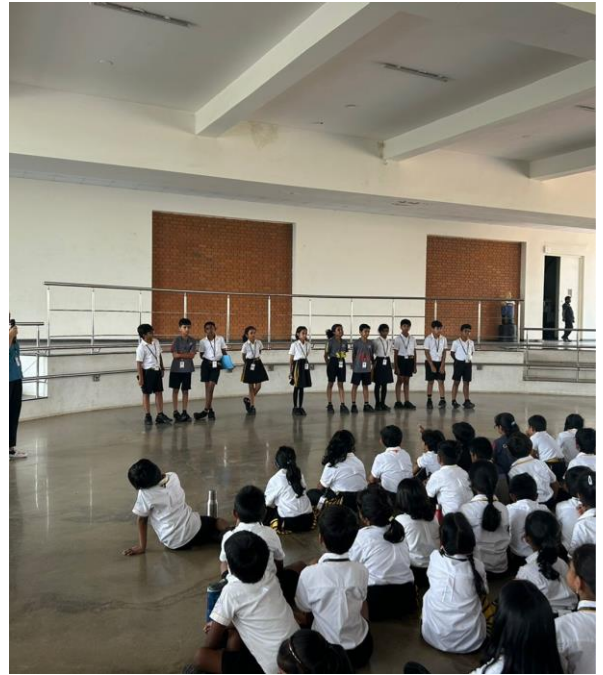
As a part of their unit of inquiry about physical public space under the Transdisciplinary theme, 'How we organize ourselves' students went on a field trip to Mrugavani National Park. Students had the opportunity to observe and collect information about the importance of physical public spaces and how it provides opportunities to make connections and to establish a community.



# School Philosophy – 5 Developmental Pillars

## Stakeholder Engagement

The staff induction programme at the beginning of the year provided opportunity to share and reflect on various policies, unpacking of five developmental pillars and department wise professional development sessions.



Parent orientations helped the parents understand the school's mission, vision and philosophy, various policies, parent guidelines, transport and pedagogy.

Teacher Parent Conference was organized on 15th July 2023 for stakeholders to meet, reflect and understand the academic journey embarked upon and share any specific inputs to help us progress further.

# Professional Development

## 5 Developmental Pillars Of 'The Happy Minds' Model

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.

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

### 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.

The session on Holistic Excellence was facilitated by **Ms. Nour, Grade-Level Lead (G1), and Ms. Brinda, our teacher-librarian**. Together we reviewed the holistic excellence calendar. As a team, we shared and reflected on how the students know the importance of reading books and shared their reflections, life skills activities, and suggestions if any to be made for the current 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. **Ms. Madhulika Gupta, Grade 1 HRT and Ms Smita Parikh, Grade 4 HRT** helped the team to understand in depth the core values. We discussed the importance of the core values calendar and the reflections shared by the stakeholders.



# Professional Development

## Mindfulness and Well-being

Our mindfulness and well-being 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. **Ms. Deepa, Grade 1 HRT and Ms. Koyel, Grade 5 HRT** shared the importance of mindfulness and well-being with the team members followed by their reflections. We reviewed the mindfulness curriculum and the calendar followed by sharing our 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. **Ms. Praveena Grade-Level Lead (G3) and Ms. Nusrath, Grade 4 HRT** helped the team to understand the importance of our valuable stakeholders and how are they involved in various activities and helping the students to learn and grow. We discussed events and activities 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 lead to self-clarity, enhance interpersonal skills, and foster positive changes in the community using the levers of innovation. We had various activities designed and facilitated by **Ms. Srilalitha Dasari, Grade 5 HRT and Ms. Arshi Munawar, Grade 5 HRT** to know the importance of Global Leadership. We shared the importance of the United Nations Sustainable Development Goals (UNSDG) and the IB leadership capabilities and also discussed the initiated actions and the innovative ideas that the students came up with during their design thinking process.



# 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. The concept-based learning session was conducted by **Ms. Durgesh Jadhav, our PYP coordinator**. 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. **Ms. Arshi Munawar, Grade 5 HRT, and Ms. Seena Nair, Grade 4 HRT** helped the team by understanding the importance of action in PYP and shared a few examples of students' actions.

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.





# Professional Development

## 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. **Ms. Praveena, Grade-Level Lead (G3), and Ms. Rashi, Grade-Level Lead (G5)** had an interactive session with the team on the importance of inquiry and shared a few strategies on how to conduct inquiry in their classes with examples.

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 team reflected on ideas such as the importance of personalized learning using a range of strategies, grouping strategies, formulating questions, data collection, and analyses, using the learning community, etc. while ensuring inquiry becomes the pedagogy in the classrooms. We understood the importance of time, resources, collaboration, and strategies while engaging in the process of inquiry. Overall, the PD session was a great learning experience for the team.



# Professional Development

## Assessments

The assessments professional development session was led by **Ms. Anjalika Sharma, Head of School IB PYP**, who shared the importance of assessments in the primary years programme. It is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching, and how it involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.

We also discussed and shared how to co-construct the learning goals and success criteria, and the characteristics of effective assessment that should be authentic, clear and specific, varied, and developmental. We concluded the session by reflecting on the importance of giving timely feedback and feedforward.

## PYP Exhibition

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. The session was conducted by **Ms. Debolina and Ms. Koyel Das, Grade 5 HRT** conducted the session for the team to know the importance of the PYP Exhibition. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative in nature. We had a session to know about the purpose and the essential features of the PYP exhibition.

The team also shared the different ways how students explore multiple perspectives, be independent learners, and be responsible for their learning to take action.



# Professional Development

## PYP Planners

Our PYP planners are working documents, with the flexibility to revise learning outcomes, engagements, and ongoing assessments. To know about the importance of IB PYP planners, **Ms. Rashi, Grade-Level Lead (G5), and Ms. Amara Vijayan, Associate Coordinator** lead the session. The PYP planner is to be used by all teachers to organize their teaching around the exploration of a central idea. All teachers, including single-subject teachers, are expected to use the planner to facilitate the collaborative planning process and ensure that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum. The planner is to be used to facilitate more extensive inquiries. All teachers in the school have a responsibility for developing or contributing to the development of planners to support the units of inquiry documented on the programme of inquiry.

Teachers had an opportunity to collaborate with different grade-level team members and shared their ideas and completed the three sections - Reflecting and planning, Designing and Implementing, and Reflecting on the planners followed by sharing their reflections.

## ILD Session

The team-building activities were conducted by **Ms. Nainitha Dulam, special educator, Ms. Pritha, and Ms. Hadiya, school counselors** for the teachers. Team building activities help to cooperate and collaborate in problem-solving, develop empathy and trust in the group and yourself, enhance creativity, and boost self-esteem.

The team building session was followed by an interactive session where teachers discussed effective methods of being connected with the stakeholders and positive ways to help the students in their academic, social, and emotional well-being.



# Professional Development

## Design Thinking

Design thinking is a problem-solving approach that emphasizes empathy, experimentation, and iteration in the pursuit of creating innovative solutions. The session on design thinking was led by **Ms. Seena Nair, Grade 4 HRT, and Ms. Arshi Munawar, Grade 5 HRT.**

A design thinking session enabled the team to better understand their students' needs and perspectives. By taking an empathetic approach, teachers can gain insight into the unique challenges and needs of their students, which can inform the design of their lessons and curriculum.

Design Thinking encourages teachers to take a more experimental approaches to teaching. By experimenting with different teaching strategies and techniques, teachers can gain a deeper understanding of what works and what doesn't in their classrooms. Teachers will be open to iteration and feedback. This can help them to make more informed decisions about how to improve their teaching, making it more engaging and effective, which can ultimately lead to better student outcomes.

## School policies

We had a session about the school policies related to “Academic Integrity, Code of Conduct, and IT policies” that was conducted by **Ms. Usha Mahesh, HR Head, Ms. Brinda, teacher librarian and Mr. Varun, Senior IT Manager.** We shared our perspectives and posed questions on the implementation in the classroom and school to deepen our understanding.





# Professional Development

## Reading Sessions:

**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.

**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.



# Professional Development

**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.



# Learning and Teaching – This Month

## Unit of Inquiry

### Transdisciplinary Theme

How we organize ourselves

### Central Idea

Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

### Lines of Inquiry

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public spaces
- Responsibilities in public spaces

### Key Concepts

Form, Function, Responsibility

### IB Learner Profile Attributes

Principled, Thinkers, Reflective, Balanced

## Unit of Inquiry

Students inquired about space and place under the transdisciplinary theme 'How we organize ourselves'.

Students co-constructed the meaning of public space and place and later found the meaning in the dictionary. Students explored and inquired about various physical and virtual public spaces. They identified the differences between personal and public spaces and defined them by connecting with their daily life experiences.

Students further inquired about the characteristics and purposes/uses of physical and virtual public spaces. They shared their responsibilities in public spaces including virtual and physical public spaces. Students explored the importance of cyber safety.



# Learning and Teaching – This Month

## Transdisciplinary Language

Students made transdisciplinary connections with articles, nouns and adjectives. They practiced the same through various learning engagements. Students identified and sorted common nouns and proper nouns. They connected with homonyms, synonyms and antonyms during the inquiry.

Students continued to read different stories to enhance their communication skills. They explored new vocabulary. Students continued revising their ORT words and spelling assessment words by reading, writing and framing sentences.

## Transdisciplinary Math

Students made transdisciplinary connections to 'place value' and practiced the same through various learning engagements.

They connected to 2D and 3D shapes and made real life connections by identifying usage of the shapes around them. Students explored the characteristics and properties of the different shapes.

Students made connections with measurement of area. They explored how we can measure the area (space occupied by a shape). Students continued doing mental Math every day to revisit the concepts learnt.





# Learning and Teaching – This Month

## French

In the months of June and July 2023, learners established the understanding of language as a medium of communication and collaboration. They also did a recap of letters, numbers (1-10) and colours through various learning engagements. Students learnt the vocabulary on extended family members and can speak about themselves and family members in French language.

## Spanish

During the month, students learned how to read and write numbers in Spanish (1-30), alphabets in Spanish and basic greetings.

## Telugu

Students started listening to the story of 'The Clever Crow'. Through the story they reinforced matra words and sentences. They revised varnamala and saral words. Students also learnt the poem 'Guninthalu gurthulu' and the rhyme of Bathukamma.

## Hindi

Students watched a presentation and listened to a story related to aa matra as well as small ee matra sounds. They wrote words with aa matra and ee matra in the notebook. They practiced writing sentences using letters and matra sounds.

# Learning and Teaching – This Month

## **Drama**

Students collaborated and planned academic learning, explored some theatre exercises, and shared their observations and imagination.

## **Music**

Students explored the sounds from nature and the creative process of making musical instruments using household items. They were introduced to rhythmic jam sessions involving body percussion and techniques of patterns and its speeds using clapping and a musical instrument.

## **PE**

This month students participated in basic warm up exercises. They co-constructed the essential agreements for the PE class. They were assessed on their prior knowledge on physical activities.

## **Visual Art**

Students inquired about art in different cultures observing various artwork. Students were also introduced to different elements of art – lines, shapes, colour etc.

## **Dance**

Students co-constructed the essential agreements for the dance class. They were introduced to urban hip-hop.



# Learning and Teaching - This Month



# Learning and Teaching – Month Ahead

## **Transdisciplinary Theme**

Where we are in place and time

## **Central Idea**

The Earth's physical geography impacts human interactions and settlement.

## **Lines of Inquiry**

- Variability of physical geography around the world.
- The relationship between location and settlement.
- Responsibility of human interaction on the physical environment.

## **Key Concepts**

Change, Connection, Responsibility

## **IB Learner Profile Attributes**

Inquirers, Knowledgeable, Principled

## **Unit of Inquiry**

In the month ahead the students will inquire into the transdisciplinary theme 'where we are in place and time'.

Students will co-construct the meaning of the term geography and frame the classroom definition and also find the dictionary definition.

They will then find out about the variability in the geography around the world. They will further inquire into various landforms and water bodies.

Students will conduct research to know more about how various landforms and water bodies impact human settlements.



# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will connect with nouns, adjectives and compound words. They will frame sentences and write paragraph using these. They will participate in different learning engagements to explore the writing process.

## **Transdisciplinary Math**

Students will explore map pointing during the inquiry. They will further inquire into shapes and directions. Students will connect with timeline and data handling during the inquiry on geography.

## **Hindi**

Students will be introduced to badi ee ki matra. They will frame sentences using all the matra sounds they have learnt.

## **French**

In the month of August 2023, students will learn pronouns and colours in French.

## **Spanish**

Students will learn colours, days of the week and months of the year in Spanish.

## **Telugu**

Students will frame sentences using matra words. They will listen to stories with matra sounds and learn poems related to matra sounds.



# Learning and Teaching – Month Ahead

## **Drama**

Students will learn the importance of text and sequencing of text in a performance.

## **PE**

Students will engage in different learning engagements related to gymnastics – basic movements, flexibility exercises and balancing exercises.

## **Dance**

Students will learn the next set of dance moves in urban hip hop and practice the same on the count of eight with the music.

## **Visual Art**

The students will explore different types of line – straight, diagonal, slanting, horizontal, vertical etc. They will then create an artwork using different types of lines.

## **Music**

Students will continue with the vocal exercises and clapping which enhances the exposure towards Indian and Western cultural music. They will learn the Indian song named "Sare Jahan Se Acha".



# Happenings Month Ahead

Events	Date
<b>Investiture Ceremony</b>	<b>4th August</b>
<b>PYP Life skill</b>	<b>11th August</b>
<b>Independence Day Celebration</b>	<b>15th August</b>
<b>PYP Life skill</b>	<b>25th August</b>
<b>National Sports Day</b>	<b>29th August</b>

## Check these!

<https://www.thegaudium.com/>

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

<https://www.youtube.com/c/Thegaudiumschool>

<https://www.instagram.com/thegaudiumhyd/>

<https://www.linkedin.com/company/thegaudium/>

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>