



P R I S M

Grade 2
August, 2023

Message from the Head of School – IB PYP

Dear Parents,

Greetings from The Gaudium!

We are well settled into the new academic year and continue with our learning journey ahead!

In our daily schedule of work, we often miss wondering and inquiring about things that we see around us. I was recently reading a short story which lead me to connect inquiry to being an integral part of our lives.

Once upon a time, the tortoise used to follow a set of children to visit an elderly woman who lived in a remote village. One day, the children were invited by the woman to spend the night with her. The tortoise decided also to go with them. The woman entertained the children with songs and stories.

Everyone was excited as they volunteered to help the woman do her house chores. While some swept, others were busy dusting, cleaning and washing. After the activities, everyone was tired because the woman's compound was large. The woman then presented the children with plates of porridge in appreciation of their efforts. The porridge was delicious and everyone asked for more. The old woman made sure everyone was satisfied. But the tortoise, even though was given extra, was not happy after all.



While everyone slept, the tortoise went secretly to the kitchen where the pot of porridge was kept. He sat down and started eating. The sound of the cover of the pot woke up the old woman who thought a thief had entered the house. She went into the kitchen with a pestle and started hitting the tortoise on his back. At first, the tortoise did not say a word, but when the woman had already broken his backbone, he had to voice out that it was him.

Message from the Head of School – IB PYP

All the children later woke up and blamed the tortoise for his behaviour. The tortoise had to return home with a broken back. That is why, till today, the back of the tortoise remains broken, and he has to walk slowly.

(Acknowledgement-

<https://anikefoundation.org/african-folktales/the-tortoise-and-the-pot-of-porridge>)

Inquiry-based learning encourages students to think critically about the information they are presented with. They are asked to question the information and develop their own solutions. When students are given the opportunity to explore a problem independently, they often come up with creative solutions. But most importantly it helps connect learning to the real world. It encourages students to develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

We, at The Gaudium School, continue with our learning journey following inquiry as our leading pedagogy, encouraging students to identify problems, seek information, gather data, interpret, share and draw conclusion to predict the possible solution.

To support inquiry learning at home, make simple changes. You can have an inquiry table with objects from around the house to spark curiosity instantly in your child. Allow him/ her to observe what's around them. Taking walks and playing in the park, are some fun ways to observe, and be mindful of the world around them. You can be a co-learner with your child to increase his / her engagement. Co-learning provides great opportunities to take ownership of their curiosity and seek new information.

Looking forward to our continued collaboration!

Warm regards,

Anjalika Sharma

Head of School-IBPYP



Message from the PYP Coordinator's Desk

Dear Parents,

Greetings from The Gaudium!

The past month has been incredibly exciting at our school as most of our students have experienced the path of "What it means to be a leader?"

We believe leadership is a skill that can be nurtured. One of the key developmental pillars of our Happy Mind Model is Global Leadership. For us, Global Leadership is far beyond the traditional conceptions of authority and influence. It includes a holistic development approach that focuses not only developing academic skills but also personal growth, with key values like honesty, empathy, and cultural awareness at the forefront. This leadership paradigm incorporates mindfulness and well-being, understanding that self-awareness and mental health are necessary for effective decision-making. To nurture our students into global leaders, our students of Grade 5 went through a rigorous selection process where each student's voice was heard. Students were selected to serve as sports, cultural and house prefects.

Some of the engagements that our students will be participating and developing the leadership skills are



We explicitly give our student council members the opportunity to grow in the IB's seven leadership (link)competencies and become self-directed learners. They participated in a 'Student Council Leadership Training Camp' led by Capt. Mohit Tomar focused on developing strategic planning, cultural capability, Entrepreneurial capability, reflective capability and many more.

Student Led Events: Students will be empowered to plan and organize events such as cultural celebrations, sports events etc.

Message from the PYP Coordinator's Desk

Student Led Assemblies: Students will be taking up the responsibilities of leading assemblies and celebrating the achievements of individual students or school as a whole.

Student Mentoring Programme: Members of the student council will be involved in mentoring programmes where they will be mentoring and providing academic, social, and emotional support to our young students.

Along with the above-mentioned engagements, our students will be part of the regular meetings with various stakeholders, which will serve as a platform for open communication, fostering a collaborative environment in which students will share their suggestions or concerns in order that the school is aligned with the diverse needs and perspectives of various stakeholders and ultimately contributing to the school's growth in all aspects.

The path to leadership is paved with a variety of experiences. experiences that are joyful and challenging at the same time. I still recall those times when I first took up the leadership role as a 'Team Leader'. Journey from a team leader to 'PYP Coordinator was of-course not easy. I would give credit to my mentors and to the culture that helped me to strive as a leader. Our large school community has many leaders with rich experiences who can guide and mentor our young students. Our school culture resonates the values of leadership for learning. Our students could translate our vision into action.

I wish all the best to all elected members of the student council 2023-24!

Looking forward to our continued collaboration!

Warm regards,

Meera Chhabria

IB PYP Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers engaged in various mindfulness activities like Square breathing, Count your breath, Balloon breathing and Rock-A-Bye Breathing. They participated in and practiced a range of mindful movements by mindful walking, Tree pose and Deep relaxation. Students enjoyed practicing sense awareness through senses countdown.



Students practiced self-awareness about managing emotions through various scenarios. They further explored heartfelt phrases for self and peers, Being grateful to the things around them through bubble of gratitude to inculcate mindful thinking.

Students had group awareness sessions by the school counsellors on personal space and the importance of respecting each other's personal space.



School Philosophy – 5 Developmental Pillars

Core Values

In the month of August, students engaged in various activities to understand and embody the core value of respect. Through skits, reflective drawings, videos, and discussions, they explored the multifaceted aspects of respect – honouring others, valuing resources, and nurturing our learning spaces. This holistic approach helps to nurture the young minds towards becoming responsible global citizens who care for the world.



Embracing The Gaudium philosophy of respect, students created an admiration chart and engaged in mutual appreciation, nurturing a supportive environment. During assemblies and special events like Independence Day assembly, our students put their understanding of respect into practice, realizing that honouring our flag and anthem is respecting our country.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students started reading Oxford Reading Tree books. They enjoyed reading stories and shared their reflections.

Students had a session with the school nurse Ms. Jyotsna about First Aid. They focused on – What is first aid? Why is it important to learn about first aid? Students acquired the knowledge and confidence to prevent harm and provide support to those in need. Students also watched a video on personal hygiene and how they can take care of the same.



Students also had a session on the importance of dental hygiene. They watched a video and shared how we can take care of our teeth.

Students understood the steps of brushing teeth and how brushing teeth is an integral part of personal hygiene.

School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

Students attended special assembly to celebrate Independence Day.

Students enthusiastically participated in the 'National Sports Day' celebration.



Global Leadership

We celebrated the Investiture Ceremony for the Academic Year 2023-24. Our honorable Director Ms. Keerthi Reddy, CEO Mr. Rama Krishna Reddy, and our Heads of School, Ms. Anjalika Sharma and Ms. Sudheshna Chatterjee graced the occasion with their presence.



Professional Development

Curriculum:

The new team of the PYP teachers had an interactive session with **Ms. Anjalika Sharma, Head of School – IB PYP** about the IB curriculum framework. The IB education provides an overview and explanation of our educational philosophy. It explains how the IB mission and philosophy shape and drive the 4 programmes – IB Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). The four foundational and interrelated elements that are central to all IB programmes–

1. International-mindedness
2. The IB learner profile
3. A broad, balanced, conceptual and connected curriculum
4. Approaches to teaching and learning

An IB education fosters international-mindedness by – Reflecting on own perspective, culture, and identities, as well as those of others, through multilingualism encourages a focus on global engagement and meaningful service to the community. IB programmes offer a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum. Students explore six transdisciplinary themes of global significance: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; sharing the planet.



Professional Development

Approaches to Learning (ATL)

The teachers attended a session lead by **Ms.Meera Chhabria, PYP Coordinator** on -Approaches to learning (ATL) . The session was grounded in the belief that learning how to learn is fundamental to a student's education. Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry. By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners. Self-regulated learners are agents of their learning.

They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on the achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary

Professional Development

Play :

This professional development session was conducted by **Ms. Ameer Unnissa – IB PYP – Associate Coordinator**. Play is highly adaptive, involves choice, promotes agency, and provides rigorous opportunities to inquire into important concepts and personal interests. Through play, children actively construct meaning from their interactions with their physical and social worlds. Teachers interact with students while observing, monitoring, and documenting their learning. During uninterrupted time for play, teachers initiate a range of intentional learning experiences, offering support and feedback when needed. Teachers in the PYP early years support play through:

- creating and maintaining engaging learning spaces
- scheduling uninterrupted time for play in both indoor and outdoor spaces
- noticing students' emerging thinking processes, interests and theories, and responding in ways that extend learning
- monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups.

Classroom Strategies:

The ILD team – Ms. Nainitha Dhulam, Ms. Hadiya, Ms. Prutha, and Mr. Satish conducted a session on the challenges faced by teachers in the classrooms and strategies to deal with student's needs

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. **Ms. Jyothi Bhatt, Grade 2 – Homeroom teacher** conducted the session for teachers new to the PYP. 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. The PYP identifies seven key concepts that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning. Together, these key concepts form the component that drives the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

Action in PYP:

Action in PYP was conducted by **Ms. Nishita, Grade 4 – Level Lead**. 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 the 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

Design Thinking:

Design thinking is a problem-solving approach that emphasizes empathy, experimentation, and iteration in the pursuit of creating innovative solutions. A design thinking session was led **by Ms. Seena Nair – Grade 4 Homeroom teacher and Ms. Rashi Karnatak, Grade 5- Level Lead**. Design Thinking encourages teachers to take a more experimental approach to teaching. Design thinking is a collaborative process and a human-centered approach to problem- solving that is innovative, iterative, and practical. Design thinking brings the IB's mission – to develop inquiring, knowledgeable, and caring young people who create new ideas to solve real-world issues. It provides students enough time to think, observe, experiment, test, re-design, reflect, and celebrate their innovations. Design thinking helps students to come up with sustainable solutions and strengthen our student-led inquiry which helps them to develop approaches to learning and teaching. We ended our session by sharing a few classroom examples where the students came up with their innovative ideas.

Storytelling:

The session on art of storytelling was conducted for the teachers of Early years by **Ms. Zehra Sultan, subject lead – English**. The objective was to reinforce how facilitators can structure, craft, and deliver spin-amusing tales using diverse tools and techniques. It was a creative session with enriching hands-on and mind-on activities. The workshop intended for the participants to strengthen their knowledge about storytelling which not only evokes literacy skills, it embellishes cognitive, social, and emotional development. Therefore, this engagement must be turned into a memorable narrative with a creative setting, interesting characters, and a thrilling plot.



Professional Development

Learning Environment & Collaboration:

A session on “Learning Environment” and the collaboration was conducted by **Ms. Praveena, Grade 3 – Level Lead, and by Ms. Amara Vijayan, PYP – Associate Coordinator.** The session focused on providing opportunities for children to interact with each other and a range of materials. A learning environment is the context in which learning happens. It occurs in environments that promote collaboration and a shared sense of purpose and belonging. It also inspires creativity and innovation. Learning environments include pedagogy, safety, social and emotional well-being, as well as the virtual and physical spaces where learning occurs. Collaboration supports the learning community in understanding how the expertise and perspectives of individuals contribute to the fusion of knowledge and discoveries. Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives
- engagement with ideas different to one’s own
- respect for the contribution of other subjects to the inquiry
- appreciation for rigour in debate and discussion
- appreciation for collective interpretation and reinterpretation of knowledge.

Oxford Reading Tree (ORT):

ORT helps students to develop oral language skills, prediction, sequencing, ability to relate to the pictures, understanding the story structure, vocabulary, etc. The session on ORT for the teachers of early years and grade 1 was conducted by **Ms. Zehra Sultan, subject lead – English.** We collaborated and discussed how to ask questions, encourage reading every day, introduce the characters, etc. We ended the session by discussing the importance of shared reading, guided reading, and independent reading through a few classroom examples. We also discussed the importance of reading comprehension and how it helps in students learning followed by sharing a few strategies.



Professional Development

Jolly Phonics:

The teachers of Early Years and Grade 1 had a session on Jolly Phonics with **Ms. Meera Chhabria, PYP Coordinator**. Jolly Phonics is a scientific way to teach reading and writing, fun to teach and suitable for young children, Blending and segmenting are taught alongside, extra practice sessions using word boxes, word strips, etc. giving a tremendous amount of practice, and the majority of students learn through Jolly phonics reportedly learn to read and write at a very early age; thus, it is a fast-paced program, helpful with spelling development, students' confidence and fluency in reading increases. The basic skills include learning the letter sounds, learning letter formation, blending (for reading), identifying the sounds in words (for writing- segmenting), and tricky words. We ended our session with the importance of learning the letter sounds, vowel sounds, and types, and steps to introduce a letter.

Planning Grid, DUP & Portfolios:

The new team members had a session on the importance of Daily Unit Planning (DUP), weekly grid, and the importance of portfolio conducted **by Ms. Amara Vijayan, IB PYP - Associate Coordinator**. The daily unit plan and the weekly grid helps them to collaborate and plan the learning engagements based on the conceptual understanding, reflection strategies, key concepts, ATL, learner profile, etc. The portfolio helps students to demonstrate their journey of learning and to reflect on the same, enable their voice, choice, and a sense of ownership of their learning, monitor and record progress, showcase evidence of learning and conceptual understanding over time, and progressive development of ATL and the attributes of IB learner profile.

Learning and Teaching – This Month

Unit of Inquiry

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 in the physical environment.

Key Concepts

Change, Connection, Responsibility

IB Learner Profile

Caring, Knowledgeable

Unit of Inquiry

Under the Transdisciplinary Theme “Where we are in place and time” students inquired about planet Earth. They shared the meaning of the term geography and co-constructed the definition.

During the unit, students inquired about variability in physical geography. They explored the differences and similarities between various landforms and water bodies.

They further discussed the similarities and differences between a globe and a map.

Students had their ongoing assessment about variability of physical geography around the world.

Students further inquired about location and different types of settlements.



Learning and Teaching – This Month

Transdisciplinary Language

Students made transdisciplinary connection to adjectives and descriptive writing while describing planet Earth. They were introduced to the steps of the writing process.

Students connected to compound words and framed sentences using compound words. They identified compound words from the books they read about landforms and water-bodies.

They continued with the weekly spelling assessments. Students practiced reading and writing high frequency words to enhance their vocabulary and grammar.

Students also had read aloud sessions which helped them to enhance their vocabulary and listening and speaking skills.

Transdisciplinary Math

Students made transdisciplinary connection to the concept of shapes as well map pointing. They explored the Earth's shape and found the shape of the Earth is "Oblate spheroid".

Students further made transdisciplinary connections with directions. They learnt cardinal and ordinal directions. Students read the map and identified directions of the given objects and locations.

Students continued with mental Math where they identified the place values of the given numbers, comparison of numbers, ascending and descending order. Students solved problems in addition and subtraction.



Learning and Teaching – This Month

French

Students were introduced to subject pronouns, colours as adjective and modes of transport through various learning engagements such as crossword puzzles. They shared the mode/s of transport they prefer for various purpose in French.

Hindi

Students listened to the poem recited by the teacher related to badi E-matra. They shared the sound and the words heard in the poem. Students looked at the badi E matra words and the position of the matra in the word (after the letter). They formulated a rule for the sound. Students then practiced small E- and badi E matra words and identified the differences between matras.

Telugu

The students identified and wrote deergam words through the Panchatantra story and practiced Gudi, Gudi deergam, kommu words through flash cards, Batukamma song. They learned the Batukamma song and discussed regional festivals and practiced singing the song rhythmically.

Spanish

Students learned how to read and write colours, days of the week, months of the year, family tree and body parts and classroom objects in Spanish.



Learning and Teaching – This Month

Drama

Students worked on the following areas demonstrating the attribute of a communicator for the month of August

- Importance of the text in a performance.
- Sequencing in the text

Music

Students differentiated art and artists. They explored the differences between fine arts and performing arts. Students learnt the song in Indian language, “Hum honge kamiyaab.”

PE

Students engaged in warm up exercises (stretching, rotation, jumping exercises and 400 meters jog/run). They inquired about gymnastics. Students performed different flexibility exercises and engaged with obstacle course.

Dance

Students learned the next set of dance moves in Urban hip hop. They then practiced the same on count of eight on the music played.

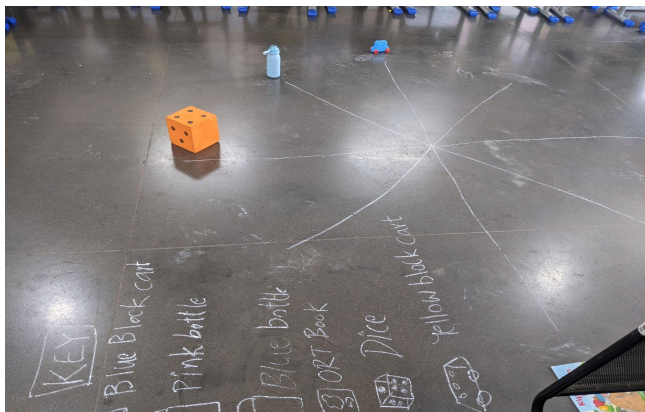
Visual art

Students inquired about primary, secondary and tertiary colours. They also shared about hot and cold colours, bright and dull colours etc.

Students created a colour wheel /ladder and identified types of colours. They mixed colours to make colours and used them to create their own art work.



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme:

How the world works.

Central Idea:

Materials undergo changes that pose challenges and provide benefits for society & the environment.

Lines of Inquiry:

- Materials and their uses
- Changes material go through
- Challenges associated with its manufacturing process and its byproduct.

Key Concepts

Function, Change and Responsibility

IB Learner Profile:

Risk Takers, Thinkers,
Principled,

Unit of Inquiry:

Under the Transdisciplinary Theme “How the world works” students will explore materials. They will start their unit by defining the term material.

They will observe different objects and identify the materials it is made up of. Students will then find the properties of different materials and share why it is used for certain purpose based on its properties.

Students will find out about various changes materials go through during processing and explore the challenges associated with manufacturing process and its byproducts.

They will connect to UN sustainable development goals and will be involved in the design thinking process.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will connect to nouns and adjectives while sorting materials based on its properties. They will reinforce the writing process. Students will also connect with procedural writing while inquiring about changes materials go through.

Transdisciplinary Math

Students will connect with data handling and shapes during the inquiry. Students will solve problems in addition and subtraction with regrouping during the design thinking process.

Hindi

Students will be introduced to U-ki matra, words and sentences. They will also learn a poem related to U ki matra.

French

Students will be introduced to classroom objects and 'how to exchange greetings' in the French language.

Spanish

Students will learn and explore different modes of transport, fruits and vegetables names in Spanish (including Hispanic food) and exchange of greetings.

Telugu

Students will listen to a Panchatantra story and predict what will happen next. They will identify as well as write the guninta words in the story and describe the pictures.



Learning and Teaching - Month Ahead

Drama

Students will work on the following areas demonstrating the attribute of a thinker and risk-takers for the month of September-

- Characterization.
- Imitation of character.

PE

Students will engage in different learning engagements related to flexibility exercises, balancing skills and forward roll as well as obstacle course.

Dance

Students will continue with the same music and learn the next set of dance movements with music timings . Students will learn to connect movements with lyrics and beats of the music.

Visual Art

Students will identify different shapes based on the pictures. They will be introduced to fixe and geometric shapes. Students will discuss the meaning of geometric shapes and connect them to objects in their real life that are regular in shape.

Students will draw pictures of regular shapes and objects from their immediate surroundings. Students will be shown a pictures and photographs of 3D shapes. Students will identify the shapes and share its properties.

Music

Students will be introduced to prominent artists in various art forms. They will further explore the history of different types of art. They will continue with learning songs.



Happenings Month Ahead

Events	Date
Teacher's Day	5 th September
Krishna Ashtami - Holiday	7 th September
International Literacy Day	8 th September
International Mindfulness Day	10 th September
PYP – 1 st Student Led Conference (EY to Grade 1)	16 th September
Vinayaka Chaturthi Holiday	18 th September
World Gratitude Day	21 st September
International Day of Peace	21 st September
Miladun Nabi / Ganesh immersion holiday	28 th September
PYP – 1 st Student Led Conference (Grade 2 to 5)	30 th September

Our website:

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

Events link:

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

Facebook : For daily updates please like the page.

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