



P R I S M

Grade PP2
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 were engaged in and practiced a range of mindfulness exercises. They practiced heartfulness phrases with their peers. They shared about themselves “May I feel safe, May I feel happy, may you feel healthy”. They participated in exercise while making a positive wish for the well-being of their peers as a part of mindful thinking technique. They enjoyed practicing mindful movement using the strategy tree pose. It helped them be aware of their body while balancing and improving their focus.



Ms Prutha, the school counsellor conducted well being sessions on acceptance and tolerance. Students were asked how they were all similar and different from each other. They gave interesting responses including the languages they speak, how they dress, how they are friends with different people, how they react in different situations etc. Some of their responses were like how they take each other's positives and negatives and how they are still accepting of each other. Students understood that not everyone's the same/ similar and everyone is as important as they are.



School Philosophy – 5 Developmental Pillars

Core Values : Core value for the month, 'respect', was inculcated through various ways. Students discussed the meaning of celebrating and admiring diversities and the meaning of regards, by playing a short role scenario. They connected to stories where they chose to respect each other even when they are different from each other.



Stakeholder Engagement:

As a part of stakeholder engagement, students celebrated Independence Day at school. Students came in traditional attire, had special assembly, and shared the importance of the day.

They also had a guest talk by Ms.Prutha, school counsellor as part of self awareness and emotional characteristics on was to deal with challenges focusing on emotional characteristics of self. They watched a story about 'the Turtle and the Hare' and discussed how the turtle had won the race. They connected with real life experiences and discussed how to overcome difficulties through a few scenarios.



School Philosophy – 5 Developmental Pillars

Global Leadership :

Students demonstrated ownership of their learning by engaging as well as sharing how best they learn, sharing their learning with others, what do they want to learn and how would they learn. Students participated in special assembly on occasion of Independence Day.



Holistic Excellence:As a part of holistic excellence, students engaged in read aloud sessions, listening to stories during their reading sessions. They thoroughly enjoyed listening to stories and shared their reflections. They also watched videos on oral hygiene and first aid and discussed of it as a part of the life skills programme.

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

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

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.

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.

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

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.

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

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

Who we are

Central idea

Awareness of characteristics, abilities and interests informs learning and development.

Lines of inquiry

- Physical, social and emotional characteristics.
- Similarities and differences between ourselves and others.
- Personal abilities and interests.

Key concepts

Function, Form, Perspective

IB Learner Profile Attributes

Communicators, Balanced, Reflective, Knowledgeable

Unit Of Inquiry: Students inquired about interest and abilities, as well as physical, emotional and social characteristics. Further they made real life connections from their experiences by sharing their interest and abilities. This enabled them to understand how personal interests and abilities inform their learning and development. Students displayed their choices and ownership of their learning during the end of unit assessment. They co-constructed the task and the success criteria. They chose a station connected to reading, writing, sports, art, singing and dancing. They reflected on their learning by responding to the questions.



Learning and Teaching – This Month

Unit Of Inquiry

How we organize ourselves

Central Idea

Many products go through a process of change before they are consumed or used.

Lines of Inquiry

- Origin of products
- Processes products go through
- Reasons for change in products

Key concepts

Function ,Change Causation

Related concepts

ingredients, process, consumption

IB Learner Profile Attributes

Inquirers, Thinkers

Students unpacked the words 'product' through various learning engagements.

They chose a product and shared it through the 'show and tell' engagement. Students sorted products into different groups. They also explored the origin of a product.



Learning and Teaching – This Month

Transdisciplinary Language: Students were introduced to action words, singular and plural and nouns. They were also introduced to framing simple sentences using CVC words. Students practiced reading and writing simple sentences. They used question words such as who, what, when, where, why, and asked questions to inquire about products.

Transdisciplinary Math : Students continued to write the before, after and between numbers. They were introduced to greater than, less than and equal to symbols and practiced comparing numbers and pictures. They were introduced to number names. Students engaged in reading, analyzing and interpreting data using human graphs and bar graphs.

Art: Students explored how to make secondary colours using 2 primary colours (paint). They made a symmetrical design with primary colours and created a secondary colour out of them. Students created artwork of a national flag using secondary colours. They later created a rakhi using primary and secondary colour strips. Student co constructed the assessment task for primary and secondary colours along with the criteria.



Learning and Teaching – This Month

PE :Students explored different types of warm up exercises like stretching exercises, rotation exercises, jumping exercises. They explored running and practiced zig zag running, shuttle run and running with objects which will develop hand-leg coordination, hand-eye coordination, hand and leg movement.

Dance : Students were introduced to a basic leg movement (Knee lift, Open close, Tap) and practiced the same on the count of eight and music.

Music Students were introduced to basic musical instruments like guitar, piano, drums and xylophone through sound and pictures. They learned to sing the songs 'You are my sunshine', 'we shall overcome' and 'one Indian'.

Drama : Students engaged in audio stories, reflecting on the events, nuances within them, and fostering connections through diverse auditory experiences. They actively participated by embodying the emotions and actions conveyed through sound. They had an opportunity to immerse themselves in a variety of animal and nature sounds. These sounds inspired them to mimic corresponding movements, enhanced their understanding and appreciation of the auditory world around them.



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Independence Day Celebrations



Independence Day Celebrations



Independence Day Celebrations



Independence Day Celebrations



Learning and Teaching – Month Ahead

Unit Of Inquiry

How we organize ourselves

Central Idea

Many products go through a process of change before they are consumed or used.

Lines of Inquiry

- Origin of products
- Processes products go through
- Reasons for change in products

Key concepts

Function ,Change Causation

Related concepts

ingredients, process, consumption

IB Learner Profile Attributes

Inquirers, Thinkers

Students will continue exploring the concept of change. They will look at change in their lives- through clothes, seasons, food, music etc. They will explore how a product goes through a process of change as well as reasons for the same. They will be introduced to Design Thinking process in connection with this unit of inquiry.



Learning and Teaching - Month Ahead

Transdisciplinary Language :

Students will engage in describing products using simple sentences. They will be introduced to diagraphs and blends.

Transdisciplinary Math : Students will be introduced to the concepts of backward counting, ordinal numbers and representation of data using graphs.

Drama: Students will explore a variety of music pieces performed on different instruments. They will identify the instruments used in the music and express their emotional responses to each piece.

PE: Students will explore skipping as well as different types of skipping with both the legs, one leg and forward and backward skipping.

Art : Students will explore a type of art form -tear and paste. They will crumble paper to create artwork. Students will choose various materials from our surrounding to make the collage artwork. They will start basic sculpting using clay.

Dance : Students will be introduced to two new leg movements (Tippy Toes, Kick, Grab, Reach) through a video/ demonstration by the facilitator. They will practice the same on count of eight on the music played.

Music : Students will be introduced to tune (melody) and pitch through different rhymes and songs. They will be introduced to a song in the Indian language 'Hum Honge Kamiyab' and the same in Spanish too.



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/>

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