



# P R I S M

Grade 2  
August 2023

# Message from The Head Of School- IB PYP

Dear Parents,

Greetings!

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

# Message from The Head Of School- IB PYP

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-IB PYP



# Message from the Academic Head's Desk

Dear Parents,

Greetings!

Our students have completed yet another month of their learning with enthusiasm, curiosity and understanding of the basic principles of accepting responsibility of the work they do as one of the primary goals.

Learners take the responsibility of recording, reflecting, and storing their learning evidence in the form of a portfolio which is a compilation of the progressive development of the child focusing on their skills, conceptual understanding, and their knowledge. It is documented keeping in mind the student's voice and choice which gives them a sense of ownership of their learning. They take pride in sharing their learning journey with their peers, teachers, and parents.



To build their portfolio, both students and teachers in each grade level, have begun sharing their chosen piece of work in different subject areas that best demonstrates their learning or their progression of learning. For making these choices, they reflected upon the reasons for the choices made, how they performed in the selected learning engagement, what they learned from these tasks and how they can improve further. The portfolio also documents the action they took as a result of their learning.



# Message from the Academic Head's Desk

Our students of Grade PP2 have been introduced to the Design Thinking process in connection with their current unit of inquiry. They are beginning to develop an understanding of the different stages of Design Thinking as they work in collaboration with their peers, sharing their perspectives and ideas during discussions, on identifying problems from real life in context of the current unit.

We are appreciative of our parents who supported the ongoing inquiries through various means. We have had their support in grade 1 to arrange a guest speaker from the traffic police department, in connection with their unit under the theme, 'How we organize ourselves' focusing on the different use of signs and symbols for communication. We also had a few parents joining us as mystery readers, narrating stories for our students of Nursery.

As parents you can further support student inquiry by:

- talking about the inquiry being explored in class and encouraging children to share their inquiries with extended families or friends
- motivate and support learning, encouraging interest and curiosity with learning at home
- supporting children as they research to gather information

We look forward to your continuous support to connect, engage, and collaborate.

Warm Regards,  
Sandhya Ramesh  
Academic Head

The Gaudium School, Nanakramguda



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

Learners and teachers have been practicing mindfulness everyday. Various mindfulness exercises that they were engaged in are mindful walking, sense countdown, square breathing, rose and thorn, balloon breathing, tree pose and rock-a-bye breathing.



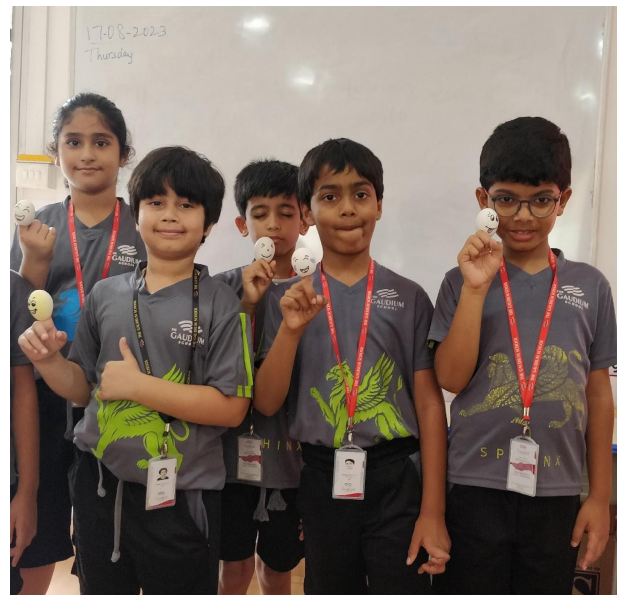
Learners discussed the benefits and shared their reflections about their understanding and discussed about the benefits of mindfulness exercises. Learners reflected on the impact of their words and actions on others through mindful activities.

# School Philosophy- 5 Developmental Pillars

## Core values

Core value for the month, 'respect', was inculcated through various ways.

Learners discussed the meaning of, 'respect'. They were engaged in different learning engagements watching, listening to stories and reading books related to respect. They connected to the stories and shared real-life examples of different ways learners were respectful to people and things around them. Learners also shared examples where they demonstrated respect at home, school, for nation, animals and the environment.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

Learners participated in the special assembly conducted by the grade PP2 sharing the importance of National sports day. Students of each grade were engaged in different sport activities such as ball race, obstacle race, circuit with gymnastic props and basket ball match. They celebrated National Sports Day in order to promote the importance of sports and physical activities in our lives.



A special assembly was conducted by the students of grades 1 and 2 to celebrate the Independence day. They sang melodious song, performed dance and shared the importance of Independence day with everyone. The day was filled with excitement, enthusiasm and joy.

# School Philosophy- 5 Developmental Pillars

## Global Leadership

Learners continued to develop and demonstrate ATL and attributes of learner profile. They participated in the assembly.



The learners continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement and discussing the further steps to achieve their goal.



# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

Learners were engaged in reading books of their choice as a part of the ORT (Oxford Reading Tree) Program. They read ORT books based on their readiness level for reading.

As a part of inculcating life skills, learners were engaged in session on first-aid and safety as a part of their life skills lesson.



Learners collaborated with their peers during this experiential learning and shared their reflections with each other. As a part of their unit of inquiry about physical public space and virtual public space under the Transdisciplinary theme, 'How we organize ourselves' learners had a guest lecture for the usage of a personal space and cyber security.



# 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.

## 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.



# Professional Development

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

## 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.



# Professional Development

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.

## 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.

## 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. .



# Professional Development

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.

**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.



# Professional Development

## 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.

## 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.

## 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.





# Learning and Teaching- Month Review

## 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 on the physical environment.

### Key concepts:

change, connection ,  
responsibility

**Related concepts:** geography, settlement, and relationship

### IB Learner profile

Inquirers, Knowledgeable,  
Principled

## Unit of Inquiry:

Under the Transdisciplinary Theme “Where we are in place and time” our learners explored and inquired about the planet Earth. Learners co-constructed the definition of the term ‘Geography’. They explored maps and globes. Learners also discussed the similarities and differences between a globe and a map. They shared real life examples of the landforms and water bodies they have visited.

During the inquiry, learners inquired about different landforms and water bodies. They were engaged in different learning engagements and explored the differences and similarities between various landforms and water bodies.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Learners made transdisciplinary connections with the concept of adjectives and described the planet Earth. Learners connected to the compound words while exploring landforms and the word "geography". They framed sentences using the compound words. They continued to read different stories related to the unit of inquiry to enhance their communication skills.

## **Transdisciplinary Math:**

Learners made transdisciplinary connections to the concept of shape. They explored various shapes and discussed the differences and properties of 2D and 3D shapes. They explored the Earth's shape and came up with their finding as "Oblate spheroid".

## **Hindi**

Learners were introduced to the small ₹ matra, big ₹ matra and learned how to write the words using correct formation by using these matras. Later they explored the meaning of the words through various learning engagements.

## **Spanish**

Learners revisited numbers 0-20 and learnt vocabulary related to the letters a,b,c,d,e,f and enhanced their understanding about the usage of the vocabulary through various learning engagements.

## **French**

Learners were introduced to the vocabulary with the letters of the alphabet- A,B,C,D,E,F, along with the description of family and numbers from 20 – 30. Learners were continuously engaged in using greetings in French language.



# Learning and Teaching- Month Review

## Telugu

Learners were introduced to gudi, gudi deergam, kommu, kommu deergam guninthapu gurtulu through storytelling and Bathukamma poem. They learned numbers in Telugu (ankelu) 10 -20 through oral recitation and writing.

## Dance

Learners inquired into freestyle dance and body movements like turns, hand-leg coordination, footwork, locomotors and non-locomotors.

## Drama

Learners demonstrated their ability to express by the usage of physical gestures and movements.

## PE

Learners had a discussion on how best they can learn. They reflected on the prior knowledge assessment task related to their previous learning. They were provoked to think deeper and had a discussion on fundamental skills like jogging and running.

## Art

Learners observed various artworks, identified the artwork, shared the similarities and differences between them. They described an artform and the elements using appropriate art vocabulary. The learners started their journey into art by revisiting the elements of art line. They explored the elements of art shapes, defined the shapes and sorted them into organic and geometric, 2D and 3D shapes. They created artworks using 3D shapes. Learners presented their artworks in the class. Learners related the 2D shapes with the corresponding 3D shapes.

## Music

Learners revisited their learning of pitch and practiced a song which contained both low and high pitch. Teacher played two music pieces one in rhythm and another without rhythm. Learners shared the similarities and differences between them.



# Learning and Teaching- Month Review



TD Math  
TD Language  
French & Spanish

- Sharing properties of 3D shapes.
- Engaged in sharing examples of preposition and framing sentences.
- Revisited numbers 0-20 and vocabulary.





# Learning and Teaching- Month Review



Telugu – Learner explored gudi, gudi deergam, kommu, kommu deergam guninthapu gurtulu through story telling and Bathukamma poem.

Hindi. – Watching a short story related to अ and अ letters and matra.

PE: Football, basketball and gymnastic classes.



# Learning and Teaching- Month Review



Guest lecture on cyber security and personal space.

Life skills - First Aid session by the school nurse.



# Learning and Teaching- Month Review



- Dance - Free style dance and body movements.
- Library - Reading a story and reflecting.
- Art - Revisiting the elements of art line.



# National Sports Day Celebration



National sports day - Students playing Basketball match with peers.

# Learning and Teaching- Month Ahead

## **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 on the physical environment.

### **Key concepts:**

change, connection , responsibility

### **Related concepts:**

geography, settlement, and relationship

### **IB Learner profile**

Inquirers, Knowledgeable, Principled

## **Unit of Inquiry:**

Under the Transdisciplinary Theme “Where we are in place and time” learners will continue to explore and inquire about location and settlement. To explore the relationship between a location and a settlement, the learners will be engaged in various learning engagements. They would discuss the information about lifestyle, food habits, types of houses and so on about a location they chose on the map. They will research about environment and ways people interact with an environment. This will enhance their understanding about being responsible towards the environment.

## **Transdisciplinary Language:**

Learners will be connecting to cause and effect, facts and opinions. They will enhance their writing and reading skills through descriptive writing and reading comprehension.



# Learning and Teaching- Month Ahead

## **Transdisciplinary Math:**

Learners will make transdisciplinary connections with measurement, operation of division and fraction. They will further look into identification of the places and map pointing.

## **Dance**

Learners will be exploring basic body movements of hip-hop and locking style. They will learn about swag, basic body isolation, locking and releasing, Hip Hop footwork.

## **Drama**

Learners will learn about characterization in drama.

## **Art**

Learners will be further exploring the elements of art- colour and classify the colours into various categories using the colour wheel. They will inquire how colours relate to each other and classifications of colours like warm and cool colours.

## **Music**

Learners will practice vocal exercises (arpeggios) in different pitch and rhythm. They will practice (Una paloma, Wonderful World) along with the teacher using an electronic keyboard as an accompaniment and share their reflections for the portfolio.



# Learning and Teaching- Month Ahead

## Spanish

Learners will learn months of the year, days of the week and salutations.

## French

Learners will explore nationalities, animals, birds and adjectives.

## Telugu

Learners will learn guninthala gurtulu of letters ru, roo, a, ae, ai. They will be engaged in identifying and writing the guninthala gurtulu for the letters shown in the pictures. Learners will learn writing and reciting simple words using the gurthulu.

## PE

Learners will be engaged in discussions on variation of running. They will explore zigzag running and shuttle running

## Hindi

Learners further be introduced to the small U matra (उ) and Big Oo matra (ऊ). They will also learn how to write the letter and words using correct formation, letters and matra. Learners will further look at sentence formation using these matras.



# Happenings Month Ahead

Event	Date
Teachers' Day	<b>5th September</b>
Krishna Ashtami- Holiday	<b>7th September</b>
International Mindfulness Day	<b>10th September</b>
PYP-1st Student Led Conference	<b>16th September</b>
Vinayaka Chaturthi- Holiday	<b>18th September</b>
World Gratitude Day	<b>21st September</b>
Milad-un-Nabi/Ganesh immersion holiday	<b>28th September</b>

## Our website:

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

## Events link:

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

## Social Media Links:

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

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

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

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