



P R I S M

Grade 1
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-IBPYP



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

Mindfulness leads to conscious awareness and heightened control of mind-set. When practiced daily it can create an improved feeling of wellness and relaxation. As a part of mindfulness curriculum, students and teachers together practiced several exercises like mindful walking, sense countdown, awareness of feelings and positive thinking, rose and thorn, square breathing, heartfelt Phrases, balloon breathing, tree pose, and deep relaxation exercises. Learners reflected and discussed the benefits of these exercises and how it can help them to make mindful choices.



Holistic Excellence

As a part of life skills, the school Nurse conducted a session about First Aid, where students discussed and reflected on their understanding of First aid. The main objective of this session was to empower the students with basic first aid knowledge and skills to respond effectively to common injuries and emergencies..

As a part of the learners, unit of inquiry under the theme 'How we organize ourselves' learners had a guest talk to enrich their experiences and expand their knowledge conducted by the Cyberabad traffic policemen.



School Philosophy- 5 Developmental Pillars



Guest talk by Traffic Policemen on different types of signs and symbols used on roads.

School Philosophy- 5 Developmental Pillars

Learners continued to enhance their reading skills through Oxford reading tree program and library sessions. They made connections with ATL and attributes of learner profile during these sessions. Learners enthusiastically heard stories and reflected on them through various reflection strategies. During the unit of inquiry learners discussed about problem solving skills through Design thinking process.



Core values

Learners were engaged in different learning engagements like watching, listening to stories, reading books related to the core value 'respect' and later they reflected about the various ways they could be respectful. Learners also shared real-life examples with their peers and discussed about the purpose of being respectful towards people and things around them.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

Independence Day at The Gaudium School was celebrated with great enthusiasm and deep sense of patriotism. Learners of Grades 1 and 2 performed on this day to promote and demonstrate nationalism and patriotism towards the nation. They participated in patriotic songs, skit, and a wonderful dance. Independence Day speech was delivered by our centre head reminding everyone about the bravery and determination of our freedom fighters. Throughout the event, the active involvement of our students was evident. Their meticulous planning and dedicated efforts in organizing the celebration was truly appreciative.

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



School Philosophy- 5 Developmental Pillars

Global Leadership

Learners conducted their weekly assembly with confidence. They were involved in making choices and co-constructing essential agreements. They demonstrated ownership of their learning by engaging and sharing the choice of work they would like to include in their portfolio that shows their learning or progression of learning.

Learners continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements.



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:

How we organize ourselves

Central Idea: Signs and symbols are part of human made systems that facilitate local and global communication.

Lines of Inquiry:

- Signs and symbols – form
- Ways visual language facilitates communication
- Specialized systems of communication

Key Concepts:

form, perspective, function

IB Learner Profile:

Inquirers,
Communicators,
Knowledgeable,
Caring

Unit of Inquiry:

Learners had a discussion on the criteria for the rubrics to be used in the end of the unit task to show their learning. They co-constructed the assessment criteria along with the peers and teachers in which they chose to create or recreate a sign or symbol and share the usage. Further, they were asked to reflect and share how will the design facilitate local and global communication.

Learners started inquiring about the new unit, under the transdisciplinary theme "How the world works". During the provocation they observed different pictures of buildings and structures through a gallery walk. After the gallery walk they shared their understanding and reflected on their observations. They were engaged in researching about the terms "buildings and structures" using different resources and defined it as a class and individuals as well.



Learning and Teaching- Month Review

Transdisciplinary Language:

Learners had language assessments of learning. They revisited verbs and punctuations through various learning engagements and discussed the purpose and usage of it in connection with new unit, Learners connected with sentence structure and adjectives. They explored the purpose of sentence structure and how it helps in communicating a complete thought. Learners shared examples of adjectives and shared their understanding about the usage of adjectives.

Transdisciplinary Math:

Learners had their Math assessments of learning. They practiced mental Math to reinforce various mathematical concepts. While exploring buildings and structures they made transdisciplinary connections with 2D and 3D shapes and their properties. They sorted the 2D and 3D shapes and shared the similarities and differences between them. They discussed ways they can measure the height of a building and connected with the concept of area.

Drama:

Learners learnt to express emotions through body movements and body language. They were able to express various emotions through pairing and grouping learning engagements. Later they reflected on the purpose of the emotions and body language while performing an act and shared with peers and teacher.

PE:

Learners explored the correct technique of jogging and running and usage of these skills in their daily life. They learnt to jog and run on the straight line, Zig-zag and Shuttle runs with proper hand and leg coordination and speed. Learners discussed the importance and benefits of these skills through group discussions and shared their understanding with peers and teachers.



Learning and Teaching- Month Review

Art:

Learners started their journey into art by revisiting the elements of art line. They observed various artworks and identified the elements of art, lines and created their choice artwork with these elements of art. They were introduced to the colour wheel and organized the colour and explored importance of colours in the art. Learners tried to create an artwork using the warm and cool colours of their choice. They gave the criteria as identifying the warm and cool colours, using the art vocabulary while sharing their artwork, and colours to be related to the topic.

Dance:

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

Music:

Learners were introduced to tune. They listened to two pieces of music- one in tune and out of tune and shared how they are similar and different. They practiced singing with the teacher and self-reflected about the usage of tune while singing.



Learning and Teaching- Month Review

Telugu:

During the month of August, ga, gha, inga letters were taught to the students through various learning engagements. Learners were engaged in identifying and writing all the letters of ka varg i.e. ka, kha, ga, gha, inga. Introduction to Telugu numbers (ankelu) 6 -10 through flashcards.

French:

Learners were taught numbers 1 - 20 , vocabulary with A,B,C,D,E,F,G,H,I , Days of the week and months of the year in French.

Spanish:

Learners were introduced to vocabulary related to the letters A, B,C,D,E, and F. They practiced number names from 11-20 through various learning engagements.

Hindi :

During the month of August, the second letter of 'vyanjan' was taught to the students using various resources. Learners enthusiastically identified the letter along with its sound and practiced the formation of the letter ख. Learners were engaged in various learning engagements to enhance their vocabulary. They also learned, identified, pronounced and wrote the numbers 1 to 10 in Hindi. Learners were introduced to ग, घ and ङ letter through a presentation. Stories and poems related to the letter ग, घ and ङ. They learned how words are formed by using these letters and listened to a poem (papa ka paisa gol, mummy ki roti gol) using ग akshar.



Learning and Teaching- Month Review



Learners practicing the operations addition and subtraction of numbers using manipulatives.



Prior knowledge assessment for the Unit -2 How the world works.

Learning and Teaching- Month Review



Learners performed actions to understand the concept of Verbs



Library session

Learning and Teaching- Month Review



Group learning engagement - Learners sharing about verbal communication.



Learners sorting different types of signs.



Learning and Teaching- Month Review



Learners exploring the concept of addition



Learners exploring numbers and letters during additional language class.

National Sports Day Celebration



Students participated in the circuit activity as part of National sports day

Learning and Teaching- Month Review



Learners reciting poem in Telugu



Discussion on different emotions during the Drama session.

Learning and Teaching- Month Review



Life Skills-Learners had a session on First Aid by our Nurse

Independence Day Celebration



Independence Day Celebration



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea: The design of buildings and their structures is dependent on a range of factors.

Lines of Inquiry:

- Factors to consider while building a structure.
- Indigenous architecture
- ways building impacts the environment

Key Concepts:

Connection, responsibility, function

IB Learner Profile:

Inquirers, Communicators,
Knowledgeable

Unit of Inquiry:

Learners will continue to explore the different buildings, structures through various learning engagements. They will also inquire about the different factors people consider before building a structure. They will explore the meaning of the terms 'architecture' and 'architect'. Learners will explore similarities and differences between buildings and monuments locally and around the world using videos, flash cards/pictures. Later, they will inquire about indigenous architecture from local to global perspective and share their understanding about the purpose of these structures.



Learning and Teaching- Month Ahead

Transdisciplinary Language:

Going further, learners will practice sentence structure. They will explore the usage of conjunctions as well as differentiate between fact and opinion. They will continue with their weekly spelling assessments and use it further to enrich their vocabulary and its usage.

Transdisciplinary Math:

In continuation with 2D and 3D shapes with their properties, they will measure area of a given shape in square units by counting squares thereby, reflecting on their understanding. Learners will explore patterns and symmetry.

Dance:

Learners will explore basic body movements of hip-hop style. They will learn swag, funky moves, basic body isolation, top rock and, Hip Hop body movements.

Drama:

Learners will explore different kinds of emotions and expressions through various learning engagements.

PE:

Learners will explore running drills (ABC Drills) -High knees -Butt kicks -Ankle drill -Ankle bounce -Side shuffle .They will inquire about Jumping skills (Basic information about jumping events) Jumping in different ways (Forward, Back) standing board jump, lateral jumps and squat jumps which will help them to improve their leg muscles and lower body strength.

Music:

Learners will be introduced to different kind of musical notes and practice vocal exercises (arpeggios) in different scales. They will practice (Una paloma, Small world, My Grandfather's Clock) and share their reflections for the assessment.

Learning and Teaching- Month Ahead

French :

Moving Ahead, learners will explore more about nationalities , vocabulary of various objects in the classroom , animals and birds.

Spanish:

Learners will learn vocabulary related to letters G,H and I . They will also learn days of the week and greetings.

Art:

Learners will further inquire about the next element of art – shape. They will identify different types of shapes and find the similarities and differences between line and shape.

Hindi:

Going further, learners will be introduced to the letter **च वर्ग** and reinforcement of **क वर्ग** letters. They will also practice the formation of the letters to form correct words using these.

Telugu:

Learners will be introduced to the letters cha, chah, ja through storytelling, finding objects and poem. They will be engaged in reading and writing the letters.



Happenings Month Ahead

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

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>

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