



# P R I S M

Grade 1  
September 2023

# Message from the Head of School – IB PYP

Dear Parents,

Greetings!

It is truly amazing to see our students try new ideas, share different and diverse perspectives and willingly share their creativity. Often we brush aside and call off new ideas of change or challenges thinking they would not work or be feasible. Recently I read a short e-story on similar lines

In 1295, Marco Polo returned from a 24 year trading epic to China. His trip had taken him 14,000 miles (25,000km) around the world, from his birth town of Venice, through Baghdad and all the way across Asia. He visited dozens of great cities, many of which are now lost to antiquity, finally reaching the bustling trading city of Beijing in the east. After his return, he created a great epic of his travels. His epic spread quickly across Europe, each book meticulously and laboriously copied by hand and destined for the private libraries of the rich and powerful European elite

His wondrous tale became the basis for what all Europeans knew about the Orient for many years to come. In it, He spoke of many wonderful places he had visited. He spoke of creatures so wild and wonderful, they simply had to be seen.



He spoke of dragons, unicorns and birds so large they could lift an elephant high into the air. His stories enthralled all those who read them. People could imagine massive birds, serpents and beasts. His works were entirely believable - except for one story. A story so far-fetched that no man, king or peasant would give it credence

Marco Polo had told of how the Mongols used rocks instead of wood for heating and for cooking. He told of how they were collected and how they magically lit up, burning hotter and longer than the dried, dead branches fallen from the oldest trees

# Message from the Head of School – IB PYP

. “You cannot burn rocks” the people said, and they ridiculed the story. Marco Polo smirked. He knew, deep inside, that while a great many of his works were embellishments, this one was entirely true. The Europeans did not create industrial coal mines for another 600 years, significantly delaying the start of the industrial revolution and the entry of the West into the modern age.

Acknowledgment-<https://blog.fluidui.com/3-short-stories-to-replenish-your-creative-thinking/>

As leaders, teachers and parents, we always work at inspiring young people to reach greater heights, equipping them to be successful, and providing constant guidance and reinforcement in their work, whether their goals seem achievable or appear beyond hope. When the challenges are extraordinary, we must be even better at our work. We must recognize that what a person believes directly shapes his or her perceptions of reality, and impacts the actions he or she will take. People accept new ideas, and strengthen beliefs through experiences.

At The Gaudium we provide an avenue to all our learners to set their goals, strengthen their beliefs about what they can do and allow them to try, develop and succeed.

We put ourselves at the starting line of innovation. When our students believe in themselves and their abilities they explore, see a problem, and envision a solution that others have never dreamed of. And, once they do so they make that vision a reality.

We thank you once again for being our collaborators in enhancing learning, creativity and innovation!

Anjalika Sharma

PYP Head of School



# Message from the PYP Coordinator's Desk

This is my favorite time of the year, as the month of September marks the beginning of the festive season. Our children were happy and engaged in celebrating teacher's day, International Literacy Day International Dot Day, World Mindfulness Day, and The World Gratitude Day.

Teacher's day is an opportunity for students to express their love and respect for their teachers. **Though for our children, every day is Teacher's Day!** It was a moment of pride for every teacher as they were honored by hand crafted cards designed by the little creative minds. Some students expressed their bond with their teachers by presenting flowers and chocolates. This day fosters a strong relationship between teachers and students. Our students become **Caring** individuals as they recognize significant role of a teacher.

We at Gaudium celebrated the International Literacy Day under the theme, 'Promoting literacy for a world in transition: Building the foundation for sustainable and peaceful societies. Class discussions were focused on the importance of literacy, few anecdotes shared by the students were," We can read the hoarding on the roads" "We are able to read the ingredients on the food labels because we are literate."



They participated in various engagements like rewriting their favourite stories, designing a book cover etc. Our students became **Knowledgeable** individuals as they understood the importance of literacy in their everyday life.

We at Gaudium achieve holistic excellence through an ecosystem of core values supported by mindfulness and wellness. Mindfulness is an integral part of learning at the Gaudium. Through mindfulness we nurture our students as **lifelong learners** who celebrate resilience and acknowledge their emotions. They become empathetic and compassionate individuals that contribute towards making the world a better place.

# Message from the PYP Coordinator's Desk

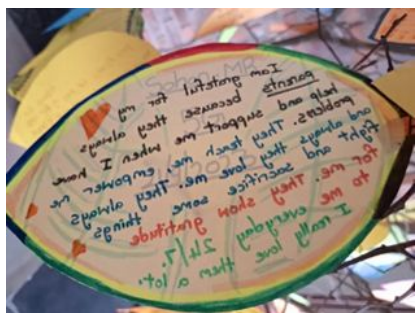
We were surprised to see our creative thinkers on the celebration of **International Dot Day**, as we saw our little artists created beautiful art pieces using various sizes and types of dots. It is a celebration of creative thinking, innovative ideas, and self-expression. This Celebration takes students into the journey of self-discovery and imagination. Our children become **Open-minded** individuals who consider new perspectives and respect diversity.

Though each celebration has its own significance, the one that is close to my heart is 'The World Gratitude Day'. This day reminds me of my grandpa who always guided me to start my day by saying 'shukrana'. (Sindhi word for thank you). He used to say, starting a day with shukrana will help you to look at things with a positive perspective. I was touched when I saw our students writing thank you notes for their friends, guardians, parents, classmates, teachers and for many people who had a positive impact on them. Colorful Gratitude Trees radiated the joy all around. Gratitude jars brought a smile to everyone's face. Celebration of this day helped all of us to be **reflective** and express gratitude to all of those who have a positive influence on us and have helped us to become better versions of ourselves.

Various celebrations at school helps student in becoming international minded and active individuals who respect themselves, others, and the world around them.

We all have a shared commitment towards our children's learning. Therefore, I request all of you to deeply involve children in all festivities by explaining to them the origin, the importance and the stories behind the various rituals and traditions. This will help them to engage with the wider world and develop the understanding of identities, cultures, societies, and histories and hence nurturing them as a global citizen.

Sharing a student's gratitude note from the gratitude tree.



By Meera Chhabria

The Primary Years Programme Coordinator





# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers engaged in various mindfulness activities like Pinwheel breathing, Volcano breath, Shark Fin breathing and Wood chopper breathing. They participated in and practiced a range of mindful movements like Superman pose, and Wonder pose. Students enjoyed practicing sense awareness through senses countdown.



Students practiced self-awareness through bubbles of gratitude, and scenario-based reflections. They further explored the importance of being kind to others, inculcating mindful thinking.

Students had group awareness sessions by the school counsellors on acceptance and tolerance.

# School Philosophy – 5 Developmental Pillars

## Core Values

The core value for the month, 'empathy', was inculcated in various ways. Students explored different ways to show empathy. They actively participated in discussions and reflected on their understanding. They shared the importance of empathy in their lives and how it helps to establish good relationships with others.



Students explored the meaning of awareness and connection using the dictionary. They also shared the meaning of empathy through writing and art. Students talked about their feelings during the sessions on core values. Students celebrated **World Gratitude Day** by writing a note of gratitude about someone and something they are thankful for.



# School Philosophy – 5 Developmental Pillars

## Holistic Excellence

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

Students had a session on personal hygiene. They made vegetable sandwiches during life skill sessions.



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 Teachers day and Krishnashtami. They enthusiastically participated in the **World Literacy Day, Hindi Diwas** and **International Dot Day**.



Student Led Conference was held during the month where students shared their learning.

They made eco- friendly Ganesh idols on account of **Ganesh Chaturthi**.

# School Philosophy – 5 Developmental Pillars

## Global Leadership

Students organized and conducted their weekly assemblies as part of the global leadership pillar.

They were engaged in reflecting on their learning, identifying areas of improvement, and setting goals. Students were involved in reviewing essential agreements and co-constructing assessment tasks.



Students also started discussing various problems they see around them to start the design thinking process. They were introduced to the UN sustainable development goals.

Students connected to goal 11 – sustainable cities and communities, goal 14 – life below water, and goal 15 – life on land during the inquiry.

# Learning and Teaching – This Month

## 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 buildings impacts the environment

### Key Concepts

Function, Connection, Responsibility

### IB Learner Profile Attributes

Inquirers, Open- minded, Caring

## Unit of Inquiry

Students went on a field trip to Shilparamam and a city ride to see the various buildings and structures to further deepen their understanding of buildings and structures.

Students further inquired about various factors that need to be considered while building a structure. They found the meaning of indigenous architecture' and further looked into various examples indigenous architectures around the world.

Students further connected to how buildings impacts the environment. They found about sustainable practices and connected with UN sustainable development goals.

Students were engaged in identifying problems in their immediate environment and sorted them as personal, local and global depending upon its impact on self and others around them. They were engaged in the design thinking process of problem solving.





# Learning and Teaching – This Month

## Transdisciplinary Theme

Where we are in place and time

## Central Idea

Journeys create change that leads to new opportunities.

## Lines of Inquiry

- Types of Journey.
- Choices and planning for a journey.
- Impact of journey on people.
- Changes due to journey.

## Key Concepts

Form, Function, Perspective, Change

## IB Learner Profile Attributes

Inquirers, Communicators, Balanced

## Unit of Inquiry

Students started the inquiry into the unit under the transdisciplinary theme Where we are in place and time.

Students had a provocation and prior knowledge assessment task where they shared their prior understanding about the term-journey.

Students found the meaning of the term journey using the dictionary and co-constructed the classroom definition.

They will be further exploring the types of journeys and the necessary requirements required to have a successful journey



# Learning and Teaching – This Month

## Transdisciplinary Language

Students engaged in sorting words into nouns, verbs and adjectives which helped them in reinforcing the concepts. They made transdisciplinary connections with singular and plural nouns while sorting various buildings and structures.

Students made a connection with sentence structure while inquiring about the term-structures.

They continued with the weekly spelling assessments. Students had read aloud sessions which helped them enhance their vocabulary and listening and speaking skills.

## Transdisciplinary Math

Students explored patterns using shapes, colours, alphabets and numbers. They continued with mental Math, where they practiced skip counting by 2,3,4, and 5.

Students were involved in problem solving by solving word problems with basic arithmetic operations. They identified the meaning of add, sum, take away, difference, subtract, altogether etc. while solving word problems.

They made connections with 'data collection, data presentation and data analysis' while doing design thinking.

Students also reinforced place values, ascending descending order, comparison of numbers, odd-even numbers, etc. during various learning engagements in mental Math.



# Learning and Teaching – This Month

## Telugu

Students were engaged in picture recognition and learnt their names in Telugu. They listened to stories related to letters. They also practiced some words and learnt to recite rhyme.

## Hindi

Students were introduced to the first letter 'Ch cha, Ja, Jha, Ta, Tha, Da, DHA, and na' where they looked at pictures of articles around their house. Students discussed the first sounds of the letter and wrote the words. They listened to a short story related to letters. Students have started to blend the sound and frame two letter words such as jug, gaj, jad, chakh, khag etc.,

## French

Students continued learning alphabets with words related to them. They were introduced to days of the week. They were engaged in identification and retelling the days in French.

## Spanish

Students learned family members names and classroom objects in Spanish.

## Dance

Students watched a video of dance performance and shared what they have seen in the video - costumes, hand and leg movements and expressions. They also reflected on their feelings through the music.

## Music

Students learned basic instruments families like string, percussion and wind. They explored their sounds and shapes.



# Learning and Teaching – This Month

## **Drama**

Students watched a short video that depicted nine different emotions. Afterwards, they identified these nine emotions and connected them to what they had observed in real life. Students were given situations related to these nine emotions to act out, while other students guessed the emotions. Additionally, students reflected on how emotions manifest in different parts of their bodies and inquired about the role of facial expressions in conveying emotions.

## **Visual Art**

Students have been exploring the elements of art – colour and classifying them into various categories using the colour wheel. They inquired into how colours relate to each other and other classifications of colours like warm and cool colours. Students created artworks using warm colours and cool colours.

Students worked on their chosen topic on the given assessment task and used warm and cool colours to colour their drawings. They worked on making idols of Ganesh for Ganesh Chaturthi using the moulds.

## **PE**

Students participated in warm up and inquired about athletics. They shared the differences between track and field and explored proper techniques of running drill and variation of running.

Students watched pictures/videos based on running drills and shared their findings and discussed proper techniques of running drill and variation of running. They also did different variations of running / running drills and jumping like zig-zag and shuttle run and Back kick.



# Learning and Teaching - This Month



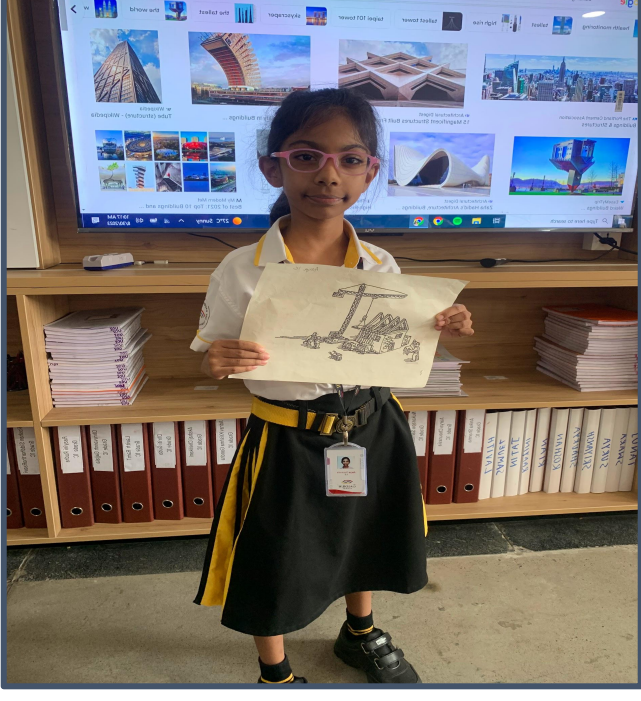
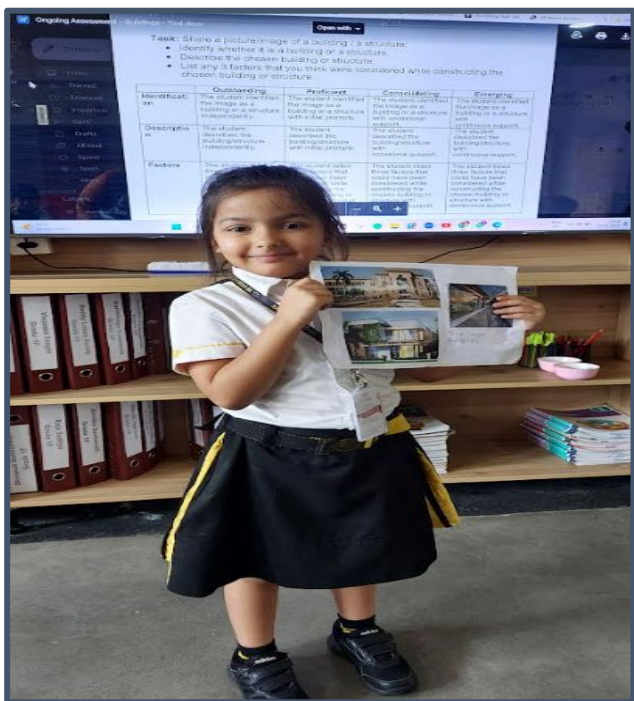
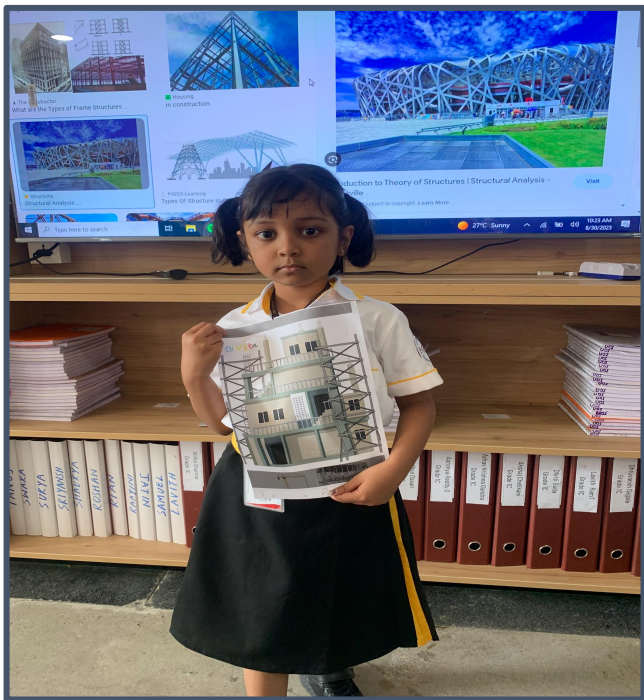


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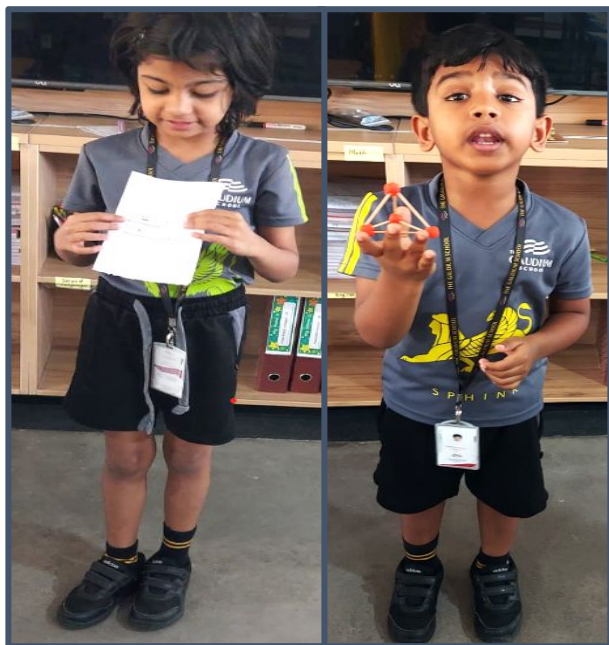


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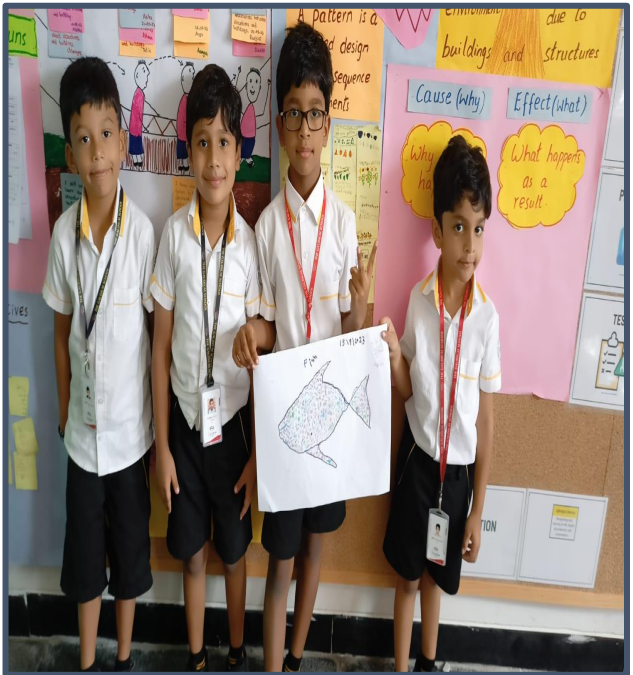


# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching - This Month



# Learning and Teaching – Month Ahead

## Transdisciplinary Theme

Where we are in place and time

## Central Idea

Journeys create change that leads to new opportunities.

## Lines of Inquiry

- Types of Journey.
- Choices and planning for a journey.
- Impact of journey on people.
- Changes due to journey.

## Key Concepts

Form, Function, Perspective, Change

## IB Learner Profile Attributes

Inquirers, Communicators, Balanced

## Unit of Inquiry

Students will continue to explore different types of journey and connect with physical, virtual, imaginative and intellectual journeys through stories and personas.

They will find out about the term choices and share what choices have they made, when did they make a choice and how did they made a choice. They will connect with choices and planning involved in a journey .

Students will also explore the changes that are associated with a journey and its impact on people.

The unit will provide students opportunities to make real life connections with their own journey that they have been on.



# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will connect to prepositions, verbs and tenses during the inquiry. They will continue with ORT reading, read aloud sessions and spell check assessments.

## **Transdisciplinary Math**

In Math, students will connect to distance and measurement during the inquiry. They will further explore calendar and clocks. Students will also learn about days of the week and months of the year.

## **French**

Students will be introduced to names of fruits and will associate fruit names with colours.

## **Spanish**

Students will learn and explore the names of different animals in Spanish.

## **Telugu**

Students will continue practice of the letters and words.

## **Hindi**

Students will learn letters Ta, Tha, Da, DHA, and Na. They will learn the poems and related pictures. They will further explore and learn two letter words and poems related to letters. Students will engage in writing practice of letters and words.

## **Drama**

Students will choose any three emotions and describe how they express them through their facial expressions. Student will choose an emotion and identify the chosen emotion in the video.



# Learning and Teaching – Month Ahead

## PE

Students will inquire about different jumping techniques like - on the spot jumping, jumping from one place to other, and standing broad jump.

## Dance

Students will learn new dance moves and practice with the counts. They will also watch a video of a dance performance and share what they see and identify different dance moves.

## Visual Art

Students will further inquire into elements of art – shape. They will identify different types of shapes and the similarities and differences between lines and shapes. They will explore different ways of creating shapes in the artwork. Students will start working on artefacts for the Farmer's market.

## Music

Students will be introduced to the Indian style and solfege style musical notes. They will learn an Indian language song 'Hum Honge Kamiyab'.



# Happenings Month Ahead

Events	Date
Gandhi Jayanti	2 <sup>nd</sup> October 2023
Autumn Break	14 <sup>th</sup> October 2023 to 25 <sup>th</sup> October 2023
School Reopens	26 <sup>th</sup> October 2023

## 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.

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

