



# P R I S M

Grade 2  
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

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. “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

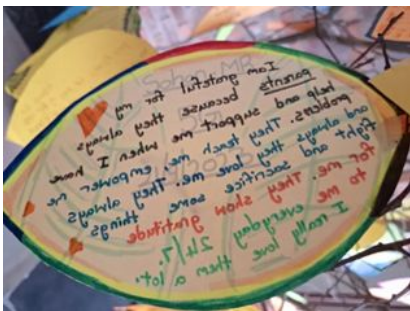
We were surprised to see our creative thinkers on the celebration of **International Dot Day**, as we saw our little artists created beautiful art pieces using various sizes and types of dots. It is a celebration of creative thinking, innovative ideas, and self-expression. This Celebration takes students 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 flower breathing, bubbles of gratitude and mindfulness colouring. They practiced a range of mindful movements by mindful walking, superman pose and wonder pose. Students enjoyed practicing sense awareness by guessing the sound and touch.



Students practiced self-awareness through various scenarios on managing emotions. They further explored rose and thorn mindfulness.

Students had group awareness sessions by the school counsellors on understanding the characteristics of a person and analysing it through stories.



# School Philosophy – 5 Developmental Pillars

## Core Values

In the month of September, students engaged in various activities to understand and embody the core value of empathy. Through skits, reflective drawings, videos and read aloud students discussed different ways of empathizing with their parents, friends and community.



Students explored meaning of awareness and connection using the dictionary and 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 also 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. Students 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.

Students made eco- friendly Ganesh idols on account of **Ganesh Chaturthi**. The fund raised through the sale of idols was contributed to the needy.



## Global Leadership

As part of the global leadership pillar, students organised and conducted their weekly assemblies. They prepared their assemblies on special occasion and celebrations. 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.



# Learning and Teaching – This Month

## **Unit of Inquiry**

### **Transdisciplinary Theme**

Where we are in place and time

### **Central Idea**

The Earth's physical geography impacts human interactions and settlement.

### **Lines of Inquiry**

- Variability of physical geography around the world.
- The relationship between location and settlement.
- Responsibility of human interaction in the physical environment.

### **Key Concepts**

Change, Connection, Responsibility

### **IB Learner Profile**

Caring, Knowledgeable

## **Unit of Inquiry**

Students further inquired about the relationship between location and settlement and learnt about different type of settlements.

They connected with the responsibility of human interaction in the physical environment.

Students also shared their responsibility towards the physical environment and what action they could take to bring a change in the environment.



# Learning and Teaching – This Month

## **Transdisciplinary Theme:**

How the world works.

## **Central Idea:**

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

## **Lines of Inquiry:**

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

## **Key Concepts**

Function, Change and Responsibility

## **IB Learner Profile:**

Risk Takers, Thinkers,  
Principled,

## **Unit of Inquiry:**

Students started with the third unit of inquiry, under the Transdisciplinary Theme “How the world works”.

Students had a provocation and prior knowledge assessment task where they shared their prior understanding of the term materials.

They observed different objects made with different materials. Students then co-constructed the classroom definition of the term materials.

They further explored the properties of different materials and connected with its uses.

# Learning and Teaching – This Month

## **Transdisciplinary Language**

Students made connections with compound words, conjunctions, prepositions and cause and effect while learning about the impact of human settlements. They connected to the writing process and continued with descriptive writing.

Students connected to nouns – singular and plural nouns, pronouns and adjectives while learning about materials.

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

## **Transdisciplinary Math**

Students made transdisciplinary connection to directions and practiced the same through various learning engagements by using the different types of map on directions.

Students connected to data handling and learnt how to analyse and interpret data. They further explored standard and non-standard units of measurement while learning about materials.

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





# Learning and Teaching – This Month

## Hindi

Students will listen to a story related to badi E and U-matra and list down the names of people, place and things they hear. They will see those words and identify – what is common to them. Students will connect to the matra badi E and U – and where and how it is used. They explored the sound it creates and how it is connected to the letter before it. Students will be shown a few pictures related to badi E and U – matra. They wrote the words (independently) in their notebooks and shared the same.

## French

In the month of September students were introduced to classroom objects. They learnt to frame simple sentences in French. They also learnt 'how to exchange greetings' in the target language.

## Spanish

This month students learned exchange of greetings, fruits and vegetables names and body parts in Spanish.

## Telugu

Students learned the gunintapu gurtulu and guninta words starting in the month of September. This practice included watching videos of stories and learning songs.

## Drama

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

- Characterization.
- Imitation of character.

## Music

Students differentiated between art and artistes. They explored the differences between fine arts and performing arts. Students learnt the song in Indian language, "Hum honge kamyab."



# Learning and Teaching – This Month

## PE

Students engaged in flexibility exercises and obstacle course. They started their inquiry on balancing skills and performed basic balancing exercises. Students performed toe walking as well as basic exercises on the balancing beam. They participated in bar hanging exercise and forward roll.

## Dance

Students continued with the same music and more dance movements with music timings. They learned to connect movements with lyrics and beats of the music.

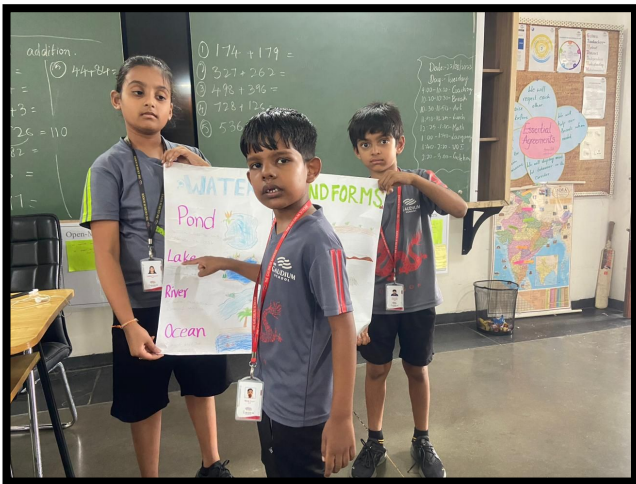
## Visual art

Students were shown different pictures of boxes/ balls/ cakes etc. and connected the same with shapes. They further connected to fixed/ geometric shapes. Students discussed the meaning of geometric shapes and connected to objects in their real life that are regular in shape. Students were asked to draw pictures of regular shapes/objects from their immediate surroundings.

Students were shown a picture/ photograph made of 3D shapes. They identified the shapes and talked about their properties. They were asked to think of various real-life objects connected to these shapes. Students were asked to create an artwork using forms but must start with choosing 2/ 3 figures (3D ONLY). They made their artwork using cardboard shapes or on paper.

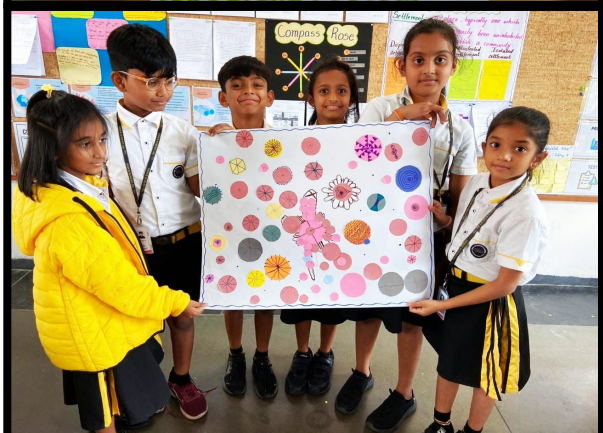


# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching – Month Ahead

## **Transdisciplinary Theme:**

How the world works.

## **Central Idea:**

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

## **Lines of Inquiry:**

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

## **Key Concepts**

Function, Change and Responsibility

## **IB Learner Profile:**

Risk Takers, Thinkers,  
Principled,

## **Unit of Inquiry:**

Students will continue learning about the properties and uses of materials.

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

They will connect to the problems associated with manufacturing process and connect with the design thinking process. They will explore the stages of the design thinking process.

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



# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will connect to verbs and tenses while learning about changes in materials. They will learn about procedural writing and continue with descriptive writing.

## **Transdisciplinary Math**

Students will connect to time while learning about changes in materials. They will then further learn about O' clock, half past, quarter past, quarter to, 5 minutes and elapsed time.

## **Hindi**

Students will be introduced to Big U and RI- ki matra words and sentences and Big U - ki matra poem story and sentences.

## **French**

In the coming month, students will learn a new set of vocabulary related to body parts.

## **Spanish**

Students will learn and explore modes of transport, nationalities and professions.

## **Telugu**

Students will learn the remaining gunintapu gurtulu letters.

## **Music**

Students will be introduced to prominent artistes in various art forms. They will further explore the history of different types of art.

## **Dance**

Students will learn new dance style called (B boying). They will explore dance movements with music timings.

## **PE**

Students will engage in backward roll and obstacle course. They will also start their inquiry about football and perform the basic movements like ball Controlling and dribbling.



# Learning and Teaching – Month Ahead

## Visual Art

Students will be given/ shown 3 pictures which are made of at least 3– 2D shapes. They will be asked to make their corresponding 3 D shapes (circle – sphere, triangle- prism etc.) and replicate the same image using 3 D shapes and share how their work looks different or similar to the original artwork. They will give reasons for the same. Students will present their art to their peers and seek feedback. Students will be shown pictures of different textures. They will see, identify and discuss the difference between textures. They will define- What is texture? Name a few textures around you. What is the purpose of texture in art? Students will choose any 2 textures and draw at least 2 objects using each of the 2 textures from their immediate surrounds.

## Drama

Students will work on the following areas demonstrating the attribute of a communicator and risk takers for the month of October.

- Way to act.
- Characterization.

# 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/>

