



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.

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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. “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 younger 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 Academic Head's Desk

Dear Parents,

Greetings!

The student led conference is a critical part of the learning process in the PYP curriculum. We had our first 'Student Led Conference' led by our independent and confident learners on 16th September 2023.

The learners are well informed of the learning process and take pride in exhibiting the growth in their learning to their parents.

Parents were amazed not only with learners' clarity and confidence of learning but also with the real-life connections they make to understand the world around them through inquiry.



Learners are natural inquirers from birth, their capacity to learn and interpret the world around them is honed and developed using various strategies in school as we believe that proficiency in the skills of students can be supported through the deliberate use of techniques, strategies, feedback, and challenges.

Message from the Academic Head's Desk

The learning spaces are designed to foster the learning development of the student and the classroom arrangements and displays reflect the learning engagements in the classroom. We notice students' emerging thinking processes, interests and theories and respond in ways that extend their learning.

The significance of relationships in the early years is a fundamental part of establishing important skills and dispositions that centre on trust, agency and belonging. Reinforcement of the importance of relationships, connecting and collaborating with the people around, is an opportunity for yet another learning which leads to the emotional and intellectual growth of a child. We hope that our students will continue getting opportunities to explore the same during their vacation.

Wish you all a very Happy Dussehra!

Sandhya Ramesh

Academic Head



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Learners and teachers have been practicing mindfulness every day. The various mindfulness exercises they engaged in were Pinwheel Breathing, Superman Pose, Shark Fin Breathing, Volcano Breathing, Wonder Pose, Volcano Breathing, and Scenario based reflection.



Learners shared their views on acting mindfully and reflected on how their actions or words may impact others. They discussed the benefits and shared their reflections as well. They focused on personal goal setting and reflected on the impact of their words and actions on others through mindful activities.

School Philosophy- 5 Developmental Pillars

Learners had a session about self awareness where they discussed likes-dislikes, identified kind-unkind behaviors. They shared about themselves and understood who they are as a person and their choices.



They discussed good behaviour and reflected on their understanding with the school counselor.

School Philosophy- 5 Developmental Pillars

Core values

Core value for the month, 'empathy', was inculcated through various ways. Learners discussed the meaning of, 'empathy'. They took part in different learning engagements like watching and listening to stories and reading books related to empathy. They connected to stories and shared real-life examples of where they have displayed empathy.



Learners shared examples of demonstration of empathy at home, school, with animals and environment. They shared their views on acting mindfully and reflected on how their actions or words may impact others. They also demonstrated the core value through assemblies.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

Learners and parents were a part of the first Student Led Conference (SLC) to exhibit the learning of the child. During the student led conference students took ownership of the conference and led their parents as they demonstrated their learning.



Different events were organized to promote stakeholder engagement such as Hindi Divas, International mindfulness Day, Teachers Day where learners actively participated. Learner showed gratitude towards their parents and teachers for their selfless work and tireless efforts to make a difference in their lives.

School Philosophy- 5 Developmental Pillars

Global Leadership:

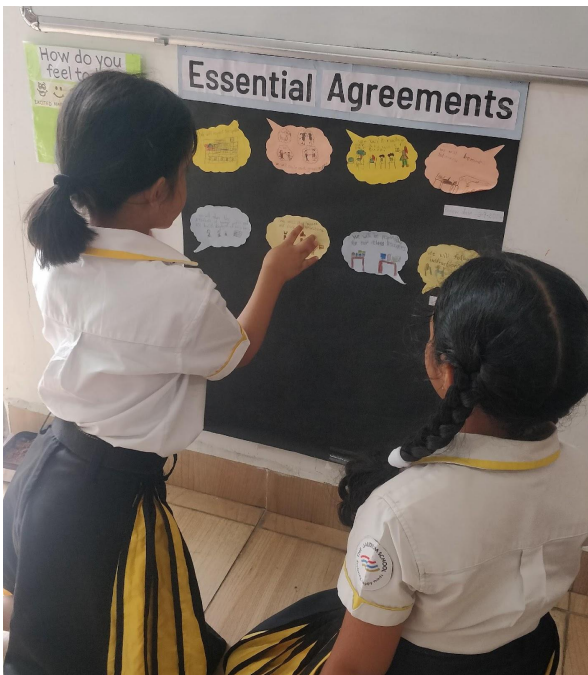
As part of the global leadership pillar, learners organised and conducted assemblies. They conducted special assemblies on Hindi and Telugu Diwas, Krishna Ashtami and Vinayaka Chaturthi.

Learners continued to develop and demonstrate ATL and attributes of learner profile.



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

Learners were involved in making choices, reviewing essential agreements, and co-constructing assessment task and criterias.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

Learners made connections with attributes of learner profile during the inquiry. They also engaged in reading their choice of books, as part of the ORT (Oxford Reading Tree) Program. Learners also read ORT books based on their readiness level for reading.

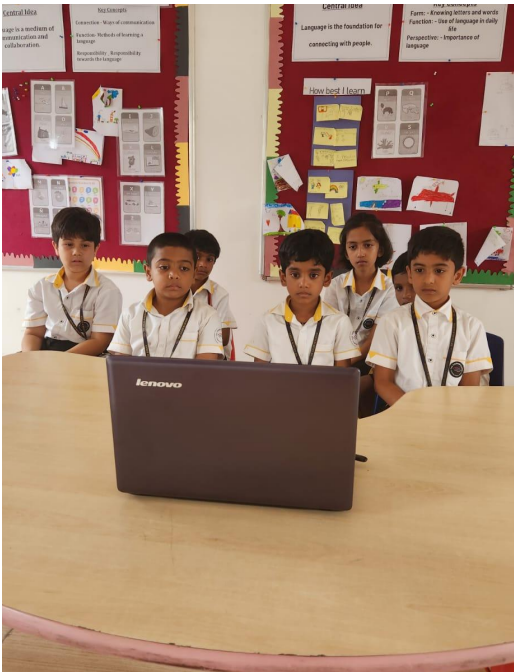


As part of inculcating life skills, learners were engaged in cooking without fire (sandwich making) as a part of their life skills lesson. Learners collaborated well with their peers during this experiential learning and shared their reflections.

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School Philosophy- 5 Developmental Pillars

Learners celebrated International DOT Day and World Gratitude Day. They made thank you cards for the people whom they wanted to thank and show gratitude to in their lives.



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



Learning and Teaching- Month Review

Unit of Inquiry:

Under the Transdisciplinary Theme “Where we are in place and time” learners explored and inquired about location and settlement. To explore the relationship between a location and a settlement, they were engaged in various learning engagements.

Learners discussed the information about lifestyle, food habits, types of houses and so on about a location they chose on the map.

They researched about environment and ways people interact with it. This enhanced their understanding about being responsible towards the environment.

They connected to the words ‘geography’ and “variability”, the different variation we see on Earth in a form of landforms and water bodies. They discussed the reasons for these variations.

Learners inquired into types of settlements and various factors affecting settlements. They also made connection with migration. They shared their responsibility towards the physical environment and what action they can take to bring a change in the environment.



Learning and Teaching- Month Review

Transdisciplinary Language:

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

They continued with the weekly spelling assessments. Students practice reading and writing high frequency words to enhance their vocabulary and grammar.

They also had read aloud sessions which helped them to enhance their vocabulary and listening and speaking skills.

Transdisciplinary Math:

Students integrated their learning with directions. They practiced the same through various learning engagements using different types of map. They made connections with shapes while learning about variability on Earth.

Students continued with mental Math where they identified place values of the given numbers, comparison of numbers, ascending and descending order. They solved problems in addition and subtraction.



Learning and Teaching- Month Review

Hindi

Learners were introduced to the small U (उ)matra (ु), big Oo (ऊ) matra (ू) and also learnt the words formation using these matras. They wrote the meaning of the words.

Spanish

Learners were introduced to days of the week and months of year. They were also introduced to definite and Indefinite articles.

French

Students learnt how to describe their family and were introduced to days of the week in French.

Telugu

Students learnt ru, a, ae, ai , o, oo, ou gunithala gurtulu through story telling and showing pictures. They were engaged in identifying and writing the guninthala gurtulu for the letters shown in the pictures. Students also learnt writing simple words using the gurthulu.



Learning and Teaching- Month Review

Dance

Students learnt body movements and gestures (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork , locomotors and non-locomotors.

Drama

Students learnt about characterization. They learnt to identify key activity of any real life character. They demonstrated the key activity of a character.

Art

Students have been exploring the elements of art -colours and classified colours 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. They tried to create artworks using different types of colours.



Learning and Teaching- Month Review

Music

Students practiced vocal exercises (arpeggios) in different pitch and rhythm. They practiced songs (Una paloma, Wonderful World) along with the teacher on electronic keyboard as an accompaniment and shared their reflections for the portfolio.

PE

Students were engaged in the following: -

- a discussion on running ABC drills
- practiced -high knee action
- explored and practiced front kick
- explored butt kick
- explored and practiced flutter kick



Learning and Teaching- Month Review



TD Math – Pointing continents and oceans on the world map.

TD Language – Engaged in sharing cause and effect and framing sentences.

UOI- Engaged in doing the research about the landforms and water bodies.

Learning and Teaching- Month Review



TD Math – Engaged in exploring the clock and framing different multiplication strategies.

Life skills – Non-fire cooking (Sandwich making)

Learning and Teaching- Month Review



Dance - Free style dance and body movements.
Library - Reading a story and reflecting.
Art - Making of Ganesha idol.

Learning and Teaching- Month Review



Telugu - Learner explored ru, a, ae, ai, o, oo, ou gunithala gurtulu by storytelling and showing pictures.
Hindi- Explored small I (इ) matra ि, big E (ई) matra ी
Spanish- Introduced to Definite and Indefinite articles.
French- Learner were engaged in describing their family.

Learning and Teaching- Month Review



TD Language – Engaged in sharing conjunctions and framing sentences.
UOI- Engaged in doing the research about relationship between location and settlement.
PE: Learning basic skills



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central idea:

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

Lines of inquiry

- Materials and their uses
Changes materials go through
- Challenges associated with manufacturing, processing and its byproducts

Key concepts:

function, change, responsibility

Related concepts:

measurement transformation, industrialization

IB Learner profile

Risk-takers, Thinkers, Principled



Learning and Teaching- Month Ahead

Unit of Inquiry:

Under the Transdisciplinary Theme “How the world works” learners will explore materials. They will start their unit by defining the term material.

They will observe different objects and identify the materials they are made up of.

Learners will also find the properties of different materials and share why they are used for certain purpose based on its properties.

They will explore various changes materials go through during processing and the challenges associated with manufacturing process and its byproducts.

Learners will be involved in the design thinking process.

Transdisciplinary Language:

Learners will connect to nouns and adjectives while sorting materials based on its properties. They will reinforce the writing process. They will also connect their inquiry to procedural writing while exploring changes materials go through.

Transdisciplinary Math:

Learners will connect to data handling and shapes during the inquiry. They will solve problems in addition and subtraction with regrouping during the design thinking process.



Learning and Teaching- Month Ahead

Hindi

Learners will be further introduced to the Ri matra (ऋ) and E matra (ए). They will also learn how to write the letter and words formation using these letters and matra. Learners will frame sentences using these matra.

Spanish

Learners will learn about nationalities. They will learn numbers from 21-30. They will also learn vocabulary related to alphabets G,H,I.

French

Students will learn days of the week, months of the year and nationalities.

Telugu

Students will learn writing simple words and sentences using varnamala letters. They will be taught genders words through storytelling. Learners will be engaged in activities of storytelling, oral recitation and peer to peer questioning on the learnt topics. They will learn Telugu ankelu (20-30) and vathu words.



Learning and Teaching- Month Ahead

Dance

Learners will continue learning body movements and gestures (moving different parts of the body) like shake, jumps, shimmy, point, turns, hand-leg coordination, footwork , locomotors and non-locomotors movements in Western style.

Drama

Learners will explore voice modulation. They will understand how you can express any character by doing voice modulation.

Art

Students will continue their inquiry into the next element of art – texture. They will be exploring different ways of creating a texture in the artwork. As the learning process, learners will be assessed on their understanding of lines. They will start working on artifacts for the farmer's market.



Learning and Teaching- Month Ahead

Music

Learners will revisit the songs (Una paloma, Wonderful World, Hello Bonjour, Small World), Beats (2 beat – 4 beat) and practice vocal exercises in different pitch and rhythm.

Learners will be introduced to different musical genre.

PE

Learners will be engaged in the following: -

- explore ankle drill and side shuffle
- inquire into high knee bounce and one leg hope
- explore standing board jump and will have a discussion about it



Happenings Month Ahead

Event	Date
Gandhi Jayanthi	2nd October
Dusherra Break	14th to 25th October

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/>

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

