



P R I S M

Grade 1
October & November 2023

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

In this edition of the newsletter, I share with you 2 short stories !

Story 1-

A small boy found a cocoon on a leaf and decided to take it home. For days he carefully observed his treasure and not long after, he watched as a small butterfly began to chew his way out of the cocoon.

The butterfly struggled and struggled, but after much effort, it only partially emerged from the cocoon. After a while, the boy determined that something must be wrong because the butterfly appeared stuck and did not seem to be able to escape the cocoon. With compassion, the boy helped the butterfly by carefully tearing the cocoon a little to enlarge the hole and free the butterfly. The butterfly did emerge but its body was bloated and its wings were shrivelled and useless. The wings remained shrivelled and after a short time the butterfly collapsed. The boy asked a friend, who was a biologist, to explain what had happened to the butterfly.



The biologist explained that this struggle to emerge from the cocoon pushed the fluid from the butterfly's body into the capillaries and into its wings, completing the butterfly's transformation.

When the cocoon was artificially cut open, the butterfly did not struggle and thus never developed functional wings. In attempting to help the butterfly, the boy had inadvertently harmed it.

Acknowledgement-

<https://sharonelby.com/resilience/remembering-the-importance-of-grit-and-resilience-through-this-story/>



Message from the Head of School – IB PYP

Story 2-

The Yarlung Tsangpo river is known as the roof of the world and is the highest river in the world. The river is often called as the “Everest of Rivers” because of its extreme conditions and lofty elevation. The average elevation being about 4000 meters, Yarlung Tsangpo starts from the Angsi Glacier in Tibet and runs across Tibet, India and then meets The Bay of Bengal. It has to navigate its way through multiple mountain ranges. While leaving the Tibetan Plateau, the river forms the world’s largest and deepest canyon, Yarlung Tsangpo Grand Canyon which is much longer than the Grand Canyon. The Yarlung Tsangpo is certainly one among the most unusual and inspiring rivers of the world. The river is stronger than the mountain. The way of the river, ever searching, ever flowing, always finds its path around the obstacle. In the flow of the river one can observe its true strength.

Acknowledgement- <https://healingforest.org/2020/07/24/resilience-examples-stories/>

Grit and resilience are related to our wellbeing, academic success, and quality of life. Obstacles, challenges, and risks are part of life. So when we see children struggling to learn a new sport or skills or dealing with challenging tasks, resist the urge to assist them. Instead, encourage them not to quit because of the discomfort, but develop the confidence needed to confront challenging situations. We must allow our children to take on challenging tasks and activities that require discipline to accomplish. This would help them learn what it takes to be focused and be determined to find solutions to whatever difficult situation they face as they grow up. Let us be a supporting coach to our children and guide them in building their self-efficacy and self-motivation in doing challenging tasks. Resilience is a belief in oneself and a determination that adversity does not one but moves towards a goal.

On this note, I look forward to seeing you at the Annual Sports Day this month where our students will participate in events to ensure that they are future ready for all challenges!

Thank you once again for being our partners in the learning journey of our students!

Warm regards,

Anjalika Sharma

IB PYP Head of School

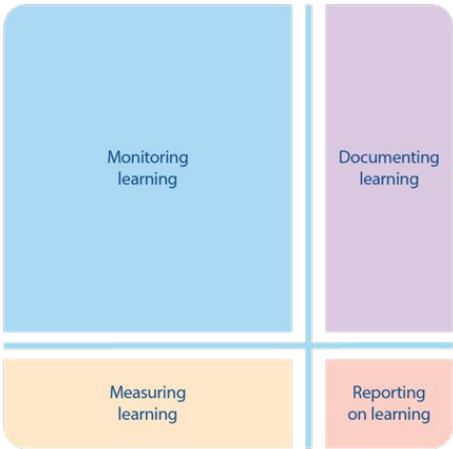


Message from the PYP Coordinator's Desk

Dear Parents,

The more I learn about the IB PYP programme, the more I admire its philosophy. Each element of the IB PYP programme is unique and helps us to become a global citizen. Programme has three important pillars, 'The Learner, The Learning and Teaching and The Learning Community'. One of the important elements of learning and teaching is 'Assessments'. Most of the time unknowingly, we interchange the word assessment with exam, however they both are different. Like exams, neither assessments in IB PYP are for judging or grading the students, nor they are a one-time event planned at term end; in-addition it is an ongoing process and can take place any time in our everyday learning journey. They are collaboratively designed by teacher and students. Students are involved in constructing learning goals and success criteria. Assessment is a time for our students to pause and reflect on their learning. They learn to identify their strengths and areas of improvement. This helps them to become self-regulated learners. They learn to identify the ways to achieve the desired outcomes.

PYP assessments have four dimensions: monitoring, documenting, measuring, and reporting on learning.



Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner...



Message from the PYP Coordinator's Desk

As mentioned earlier, PYP assessments are ongoing. Teachers monitor their students throughout not only on the subject knowledge, at the same time how are they demonstrating and developing approaches to learning, how students apply their conceptual understandings and the students' ability to make connections across subjects and to apply skills to construct new knowledge.

Observation is the key while monitoring the student's learning. Observing students in various settings helps the teacher to understand the student's needs and their response to various situations. Here I would like to share my personal experience with one of my students, who used to struggle with numbers, at the same time his curiosity to find something new was such that he was always inquiring and gathering information. He was one such student in the class we all used to rely on for any kind of information we needed. Monitoring this student helped me to understand this child better and not to judge him only on his academic achievements. Having said that nowhere I mean to say that subject knowledge is not important, in addition I would like to say that subject knowledge is one of the many criteria for assessment. Being a parent, you are partner with us in student's learning. Therefore, it is essential for us to understand what success looks like to an individual student.

When we share our report cards, like you pay attention to the subject strands, we urge you to pay the same attention to profile attributes and approaches to learning as well. These elements are equally significant for our students to demonstrate and develop in order for them to grow as global citizens.

Source: PYP: from Principles into Practice – Learning and Teaching – Assessment

Happy Learning and Teaching

Thank you for reading

Warm Regards

Meera Chhabria (Primary Years Programme Coordinator)



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been involved in various mindfulness activities like - Rainbow breathing, Popcorn breathing and Unicorn Breathing. They enjoyed practicing mindful movement through wonder pose, superman pose and mindful walking. Students enjoyed practicing sense awareness through raisin meditation and practiced mindful listening by doing silent meditation to the sound of bell.



Students practiced self-awareness through calming exercises. They gained an insight into various emotions, feelings and reflected on scenarios to observe their body and state of mind when faced with similar situations. They used scenario-based reflection to practice mindful thinking and explored the same using questions like how does it look, feel, and sound like? Students were engaged in mindful thinking by visualizing being kind to someone, etc. where students learned to overcome life's challenges and achieve their goals.

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 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 table etiquettes.

They made dry bhel during life skill sessions on non fire cooking.



Students also had a session on the importance of personal hygiene and grooming. They watched a video and shared how we can take care of ourselves and the importance of personal hygiene.

School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

The Three-Way Conference was organized on 18th of November 2023 for stakeholders to meet, reflect and understand the academic journey embarked upon and share any specific inputs to help us progress further. Students attended special assembly to celebrate Dussehra, Bathukamma and Diwali festivals.

All stakeholders actively participated in The Farmers Market. The day was filled with fun with a colourful display of art, music, and dance.



Global Leadership

Students continued conducting their weekly assemblies as part of the global leadership. Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks.

Students connected their learning to UN SDG – 3 (United Nations Sustainable Development Goals) – Good Health and Well-being, UN SDG-9 Industry, innovation, and Infrastructure while discussing the various problems related to scientific advancements during their design thinking process.



Professional Development

A PD session on IB Programme Standards and Practices was facilitated by Ms. Meera Chhabria, PYP Coordinator. As a team we all read this document, which is the foundational set of principles for schools. IB ensures quality and fidelity through the implementation of the programmes. The suite provides critical information for the planning, implementation, development, and evaluation of all International Baccalaureate® (IB) programmes.

The standards are general principles that lie at the heart of being an IB World School, while practices are further definitions of the standards that include references to implementation. The programme standards and practices are organized into four overarching categories: purpose, environment, culture, and learning.

Purpose - Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Culture- Schools develop, implement, communicate, and review effective policies that help to create a school culture in which IB philosophy can thrive.

Environment - develops a learning environment sustained by effective structures, organizational practice and resources.

Learning – It creates student learning experiences of the highest quality possible.

At the end of the session, the team reflected on their reading as well as discussions to deepen their understanding of the programme.



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 explored different types of journeys by listening to different personas and connected to physical, virtual, intellectual, and imaginative journeys. They observed and presented similarities and differences between the journeys using graphic organizers.

Students unpacked the term choice and discussed the factors that need to be considered for a journey and they connected with time, calendar, plan, etc.

Students made personal connections and shared their perspectives and experiences of Journeys during the Dussehra break. They inquired about the impact of Journey in their life.

Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme

How we express ourselves

Central Idea

Imagination extends people's ability to think, create and express themselves.

Lines of Inquiry

- Ways people demonstrate and enjoy imagination.
- Role of imagination in innovation.
- Problem solving using imagination.

Key Concepts

Function, Connection, Perspective

IB Learner Profile Attributes

Thinkers, Risk-takers, Communicators, Reflective

Unit of Inquiry

Students started the inquiry into the unit under the transdisciplinary theme 'How we express ourselves'.

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

Students found the meaning of the terms Imagine, Image, and Imagination using the dictionary and co-constructed the classroom definition. They had a further discussion on how imagination helps them. Students explored creativity and problem-solving through imagination.



Learning and Teaching – This Month

Transdisciplinary Language

Students made trans-disciplinary connections with nouns, verbs, adjectives, prepositions, and tenses by describing the journey that they experienced. Students sorted the given words into nouns, verbs, and adjectives.

They framed sentences using prepositions and changed given verbs to past, present, and future tense forms. Students practiced paragraph writing and descriptive writing while inquiring about changes and opportunities they faced while undertaking a journey. They continued with the spelling assessments. Students practiced reading and writing.

Transdisciplinary Math

Students practiced addition with regrouping with 2 and 3 digits.

Students practiced addition with regrouping during mental Math sessions. They shared different types of clocks and ways to read and write time. Students read time – half past.

Students practiced days of the week and months of the year. They further shared the standard units of distance in kilometers and meters. Students did a group task on maps by pointing to different destinations traveled to by them.

Learning and Teaching – This Month

Telugu

Students learned letters of the alphabet and related words pa to ra . They recognized pictures and learned their names and words. Students listened to stories. along with that recited banthi banthi ,and palaka rhyme. They watched videos of stories and rhymes.

Hindi

Students shared their understanding of Vyanjan - they looked at pictures and objects related to it and named them.

They made a list of words from daily life, watched stories and pictures. Students identified and named these objects and wrote the letters -How does it look? Students listened to a short poem of letters and words. Students also shared the words they came across in the story and wrote 4 -5 words. They discussed the first sounds of the vyanjan and wrote the same in the notebook.

French

Students were introduced to fruit names with colours. They were introduced to the months of the year to the students. They learnt the importance and celebrations related to each month were shared with them. As a part of cultural connection importance 14th of July which is celebrated as French Independence Day was shared with them.

Spanish

Students learned about different animals names and numbers.



Learning and Teaching - This Month

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 reflected on their feelings through the music.

Drama

Students selected the next three emotions and demonstrated how they express them. Each student was assigned an emotion to enact, and their peers guessed the emotions portrayed by them.

Music

Students have learnt basic solfege in Indian and western ways with hand signs. They learnt to sing vowel sounds with the help of solfege notes. Students further learnt the basic beats, rhythm and patterns (sweet Beats song). They identified sound by listening. Students sang songs of different genres (Don't worry Be happy).



Learning and Teaching – This Month

Visual Art

Students continued to explore the elements of art and were introduced to space. They defined the space and its importance in art. Students defined the positive and negative space and identified the positive and negative space in different artworks. They created choice artwork and shared the artwork with their peers describing the positive and negative space in the artwork.

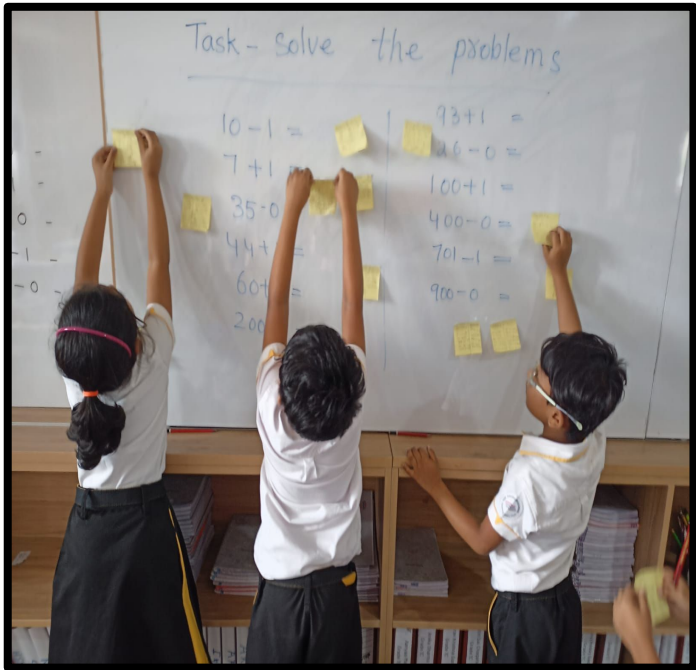
Students continued to look deeper into the elements of art by inquiring about the texture, differentiating the textures, and creating different textures. They tried creating an artwork using the choice combination of the elements of art of their choice. They used the line, shape, colour, texture and space to create their artwork and shared the artwork with their peers and the purpose of the elements of art used in their artwork.

Students worked on their chosen topic as 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.

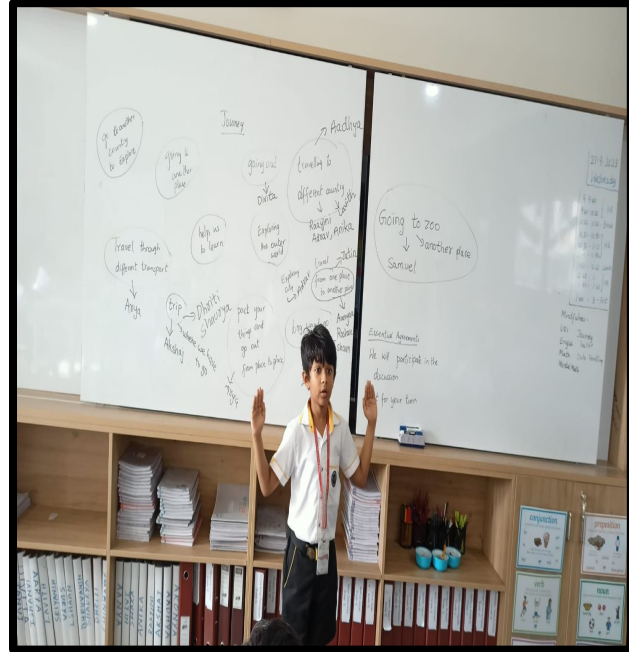
PE

Students engaged in variations of jumping like on the spot, jumping over the objects, standing broad jump and discussed about the jumping events in athletics. They started their inquiry related to different types of throwing such as Overhand and sidearm throw, then explore the same. Students participated in Gymnastics and they did an inquiry on gymnastics. We had a discussion on gymnastics and explored proper techniques of jumping drill. Students watched pictures/videos and teacher demonstration based on jumping drills. They shared their findings and discussed proper techniques of 180-degree jump, 360 degrees jump and Tuck Jump.

Learning and Teaching - This Month



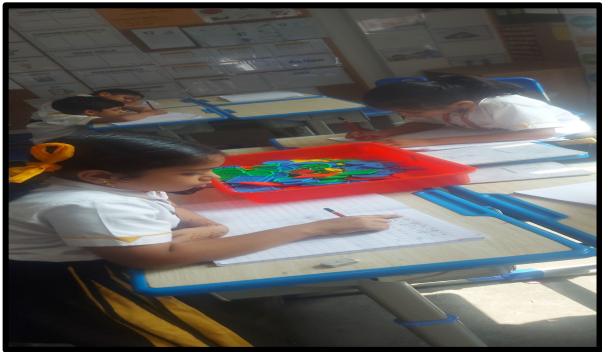
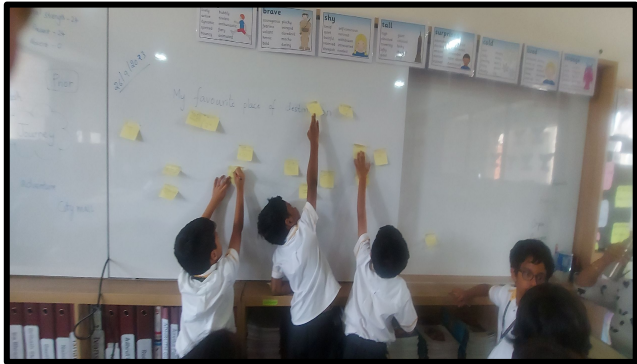
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Unit of Inquiry

Transdisciplinary Theme

How we express ourselves

Central Idea

Imagination extends people's ability to think, create and express themselves.

Lines of Inquiry

- Ways people demonstrate and enjoy imagination.
- Role of imagination in innovation.
- Problem solving using imagination.

Key Concepts

Function, Connection, Perspective

IB Learner Profile Attributes

Thinkers, Risk-takers,
Communicators, Reflective

extends

Unit of Inquiry

Students will continue to inquire about Imagination and the ways people demonstrate and enjoy imagination through various learning engagements. They will unpack the terms Invention and Innovation and the similarities and differences between them.

Transdisciplinary Language-

Students will make transdisciplinary connections with Stories, Sequencing of stories, Elements of the story, Poems, Rhyming words, Homonyms, and Homophones.



Learning and Teaching – Month Ahead

Transdisciplinary Math-

Students will create timelines while finding out about invention and innovation of various products. Students will be engaged in problem-solving and solve problems in addition and subtraction with regrouping. They will also be introduced to multiplication with repeated addition during problem-solving.

French:

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

Spanish:

Students will learn and explore new vocabulary and songs related to Christmas and numbers.

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.

Telugu:

Students will continue practice of the words.

Music

Students will be learning different styles of songs in different types of genres. They will learn to identify sound by listening and by visual aids. Students will be learning the basic sight reading concepts. They will be learning the basic time signature and beat patterns.

Drama: Students will choose the next three emotions and describe how they express them through their facial expressions. Each student will be assigned an emoticon to enact, and their peers will be asked to guess or identify the emotion portrayed.

Visual Art- Students will be exploring the use of elements of art to create different forms of artwork. They will inquire into the different art forms to enhance their creativity and inquire into the reasons why people create artworks.

PE: Students will inquire into Rolling Forward roll Log roll (Variations)



Happenings Month Ahead

Events	Date
Annual Sports Day (Grades 2 – 5)	23 rd December 2023
Holidays: Winter Break	24 th December 2023 to 2 nd January 2024
School reopening date	3 rd January 2024

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/>

