



# P R I S M

Grade 2  
October and 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

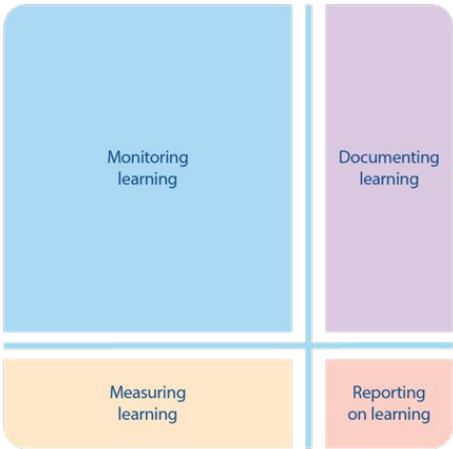


# Message from the PYP Coordinator's Desk

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 engaging in silent meditation to the sound of bell.



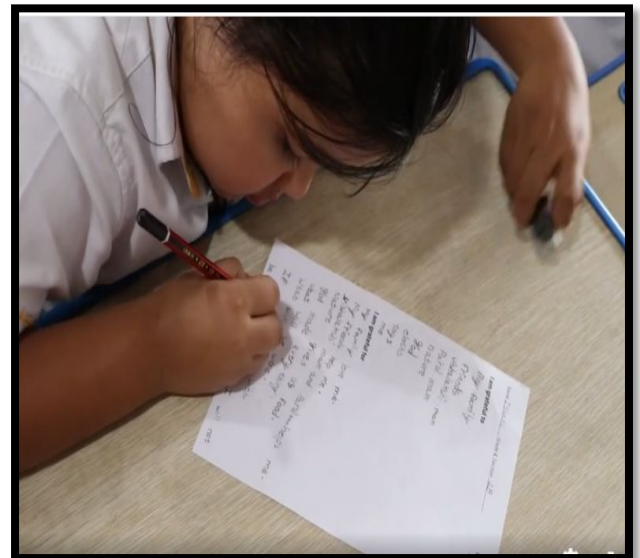
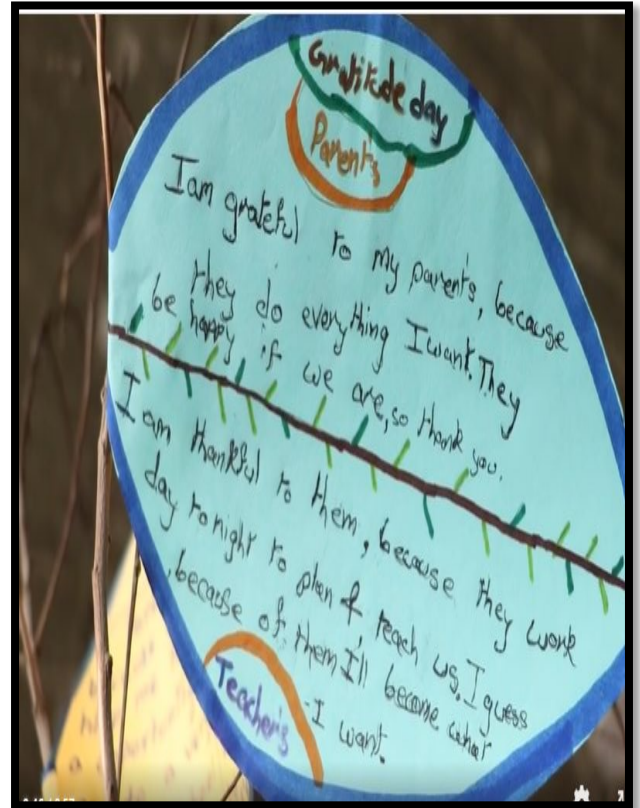
Students practised self-awareness through calming exercises. They gained an insight into emotions as well as feelings and reflected on scenarios to observe their body and state of mind in the same. They used scenario based reflection to practice mindful thinking and explored the same using questions 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

In the month of October and November, students engaged in various activities to understand and embody the core value of gratitude through skits, reflective drawings, videos and read aloud. They discussed ways we can demonstrate gratitude to their parents, friends and community. Students reflected on their practices to develop the Core Value.





# 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 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 18<sup>th</sup> of November 2023 for parents 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 UNSDG – 3 (United Nations Sustainable Development Goals) – Good Health and Well-being, UNSDG-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

## Unit of Inquiry

### 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

Under the Transdisciplinary Theme “How the world works”, students explored about different materials and their uses. They inquired into the changes materials go through and connected with changes around us.

Students further inquired about different types of challenges associated with its manufacturing process and its byproducts.

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

Students also connected with sustainable practices and connected with UN sustainable development goals.





# Learning and Teaching – This Month

## **Transdisciplinary Theme:**

How we express ourselves

## **Central Idea:**

Celebrations and traditions are expressions of shared beliefs and values.

## **Lines of Inquiry:**

- Reasons for celebrations
- Features of traditions and celebrations
- Meaning people assign to celebrations and traditions

## **Key Concepts**

Causation, Connection, Perspective

## **IB Learner Profile:**

Beliefs, Values, Culture

## **Unit of Inquiry:**

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

Students had provocation task followed by prior knowledge assessment where they shared their understanding of the term celebrations.

Students found the meaning of the term celebrations using the dictionary and co-constructed the classroom definition. They sorted different types of celebrations as personal, local, national and international. Students found the differences between festivals and celebrations.



# Learning and Teaching – This Month

## Transdisciplinary Language

Students continued with the writing process and made transdisciplinary connections with procedural writing. They explored different types of procedural texts and wrote the procedure in sequence. They revisited the concept of descriptive writing.

Students were introduced to singular and plural nouns. They framed sentences and paragraphs using singular and plural nouns. Students connected with fact and opinions and cause and effect during the design thinking process.

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

## Transdisciplinary Math

Students made transdisciplinary connections with shapes. They explored 2D and 3D shapes, their properties through real life examples and learning engagements.

They connected with measurement of quantity and dimensions. They explored the same through different engagements.

Students made connections with data collection, data presentation and data analysis during design thinking process.

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



# Learning and Teaching - This month

## French

In the month of October and November, students were introduced to verbs. They learnt être verb conjugation and implemented it in framing simple sentences. They were introduced to basic adjectives which helped them to describe the physical characteristics of an object.

## Spanish

This month students learned numbers (51 -60), pronouns, adjectives and their uses.

## Hindi

Students learned O (ओ) OU ( औ) and Ang ((अं) matras. They explored the sound it creates and how it is connected to the letter before it. They read stories and recited poems connected to these letters.

## Telugu

In the month of October and November, students learned to read and write ethvam to visarga gunintapu gurtulu, related words and sentences and learned pa to ragunintalu. This practice included watching videos of stories and learning songs.





# Learning and Teaching – This Month

## Drama

Students worked on the following areas demonstrating the attributes of communicators and risk takers for the months of October and November.

- Way to act.
- Characterization.

## Music

Students were introduced to prominent artistes in various art forms. They further explored the history of different types of art.

## Dance

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

## PE

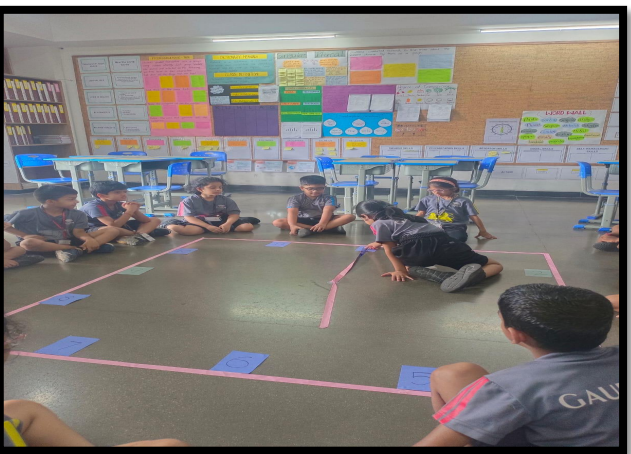
Students started their inquiry on football by watching a video. They researched and shared their reflections on task sheet. Students performed basic movements like tapping and dragging the ball. Students practiced dribbling skills.

## Visual art

Students were given 3 pictures which are made of 3D and 2D shapes. They were asked to make their corresponding 3 D shapes (circle – sphere, triangle- prism etc.) and replicate the same image using 3 D shapes and shared how their work looks different or like the original artwork. They gave reasons for the same. Students presented their artwork to their peers and shared feedback and feedforward.



# Learning and Teaching -Last month



# Learning and Teaching – Month Ahead

## **Transdisciplinary Theme:**

How we express ourselves

## **Central Idea:**

Celebrations and traditions are expressions of shared beliefs and values.

## **Lines of Inquiry:**

- Reasons for celebrations
- Features of traditions and celebrations
- Meaning people assign to celebrations and traditions

## **Key Concepts**

Causation, Connection, Perspective

## **IB Learner Profile:**

Beliefs, Values, Culture

## **Unit of Inquiry:**

Students will further explore the reasons behind different celebrations. They will find out about the features of celebrations and connect with the term traditions.

Students will then further inquire about traditions, different beliefs and values. They will look at the differences between beliefs and values.

Students will then connect to culture and how different celebrations as well as traditions are connected with our culture and belief systems.





# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will connect with sorting of words while sorting of celebrations. They will be engaged in descriptive writing while describing various local and global celebrations. Students will further connect with recipe writing, stories, acrostic and rhyming poems while inquiring about features of celebrations.

## **Transdisciplinary Math**

Students will connect with calendar while inquiring about various local and global celebrations. They will also connect with standard units of measurement and fractions during recipe writing.

## **Hindi**

Students will revisit all the letters and matras learnt during the year. They will be then introduced to Aha (अः) matra words and sentences.

## **French**

In the month of December, students will be introduced to vocabulary of food items and clothes in French.

## **Spanish**

Students will learn and explore different professions. They will have reinforcement of numbers in Spanish. They will be introduced to songs related to Christmas.

## **Telugu**

In the month of December, they will learn ottulu along with poems and songs.

## **PE**

In the month of December, students will engage with different learning engagements related to dribbling and passing skills.



# Learning and Teaching – Month Ahead

## Dance

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

## Music

Students will revisit staff notation of musicology and try to implement rhythm and pitch. They will read and write music notes. To revisit the staff notation, students will be introduced to a unique technique with 'Musical Math'. Students will continue singing Christmas carols.

## Visual Art

Students will be introduced to textures in visual art. They will connect to the collage as implied or artificial and the photographs of the artifacts as real. Students will further investigate about collages and inquire about its purpose. They will create an artwork where they will use tissue paper and newspaper with glue to paste on the canvas.

## Drama

Students will work on the techniques of facial expressions and characterization.



# Happenings Month Ahead

Events	Date
Annual Sports Day (Grades 2 – 5)	22 <sup>nd</sup> December 2023
Holidays: Winter Break	24 <sup>th</sup> December 2023 to 2 <sup>nd</sup> January 2024
School reopening date	3 <sup>rd</sup> 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/>

