



P R I S M

Grade Nursery
November - December 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

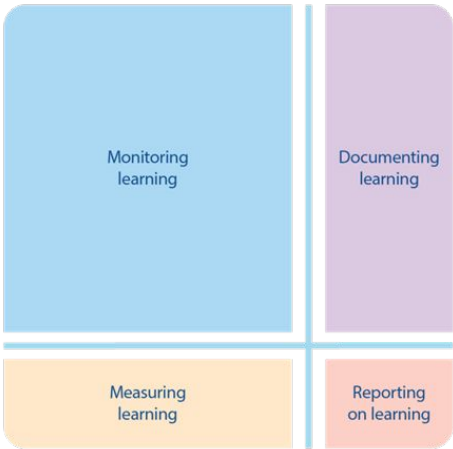


Message from the PYP Coordinator's Desk

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 are 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 use 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

Teachers and Students continued to practice mindfulness session .They enjoyed mindful walking, mindful listening , wonder pose, superman pose. Further they engaged and practiced breathing exercises like popcorn breathing, rainbow breathing , back to back breathing where they feel more calm and increase the focus.



The counselor held sessions exploring good and bad choices, prompting kids to discuss their perspectives in various formats. Real-life examples of wise and unwise decisions were shared, connecting the discussions to personal space. The students actively related to the counselor's examples and engaged in meaningful conversations with their peers.



School Philosophy – 5 Developmental Pillars

Core Values

The core value for the month, 'Gratitude', was inculcated in various ways. Students discussed the meaning of gratitude and shared how they practice it in their life. They took part in different learning engagements like watching and listening to stories. Students shared real-life examples where they demonstrated gratitude.



Stakeholder Engagement

Students celebrated Dussehra Diwali through special assembly. They also enjoyed children's day. As a part of stakeholder engagement, parents, students and facilitators participated in the Virtual three way conference for the academic Year 2023-2024.

School Philosophy – 5 Developmental Pillars

Global Leadership

Students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements. They continued to take ownership of their learning by co-constructing success criteria and sharing their reflections. Students demonstrated their ownership of their learning



Holistic Excellence

Students engaged in a 3rd non-fire cooking session under the Life Skills programme preparing vegetable salad. Through this learning engagement children develop confidence and skills that encourage them to be self-directed and independent. It also teaches them to follow directions and develop problem-solving skills.

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

Sharing the planet

Central idea

Animals and people interact
In different ways in different
contexts.

Lines of inquiry

- The different roles animals play in people's lives
- Suitability of particular animals for specific functions.
- Our responsibility for the well-being of animals.

Key concepts

function, causation,
responsibility

Unit Of Inquiry

Students continued to inquire about the 2nd and 3rd line of Inquiry 'Suitability of particular animals for specific functions & Our responsibility towards the well being of animals through different learning engagements. Students got an opportunity to choose an animal and discuss it with their peers. They further explored about the specific functions of the chosen animals through group discussion, reading aloud, videos and flash cards. While inquiring about the animals like elephants and ducks, students got an opportunity to make local and global connections. Students enjoyed inquiring into the 3rd line of Inquiry as they explored the well being of animals through stories, personas and read-aloud sessions. They further got an opportunity to discuss their responsibilities towards the needs of animals (name, food, water and shelter), hygiene and health. They also shared the details about the wellbeing of animals – physical and emotional.



Learning and Teaching – This Month

Transdisciplinary Language

Students were introduced to the letter h, m, k and r from the second set of jolly phonics along with its sound and related objects using various videos and flash cards and images. They further got an opportunity to reinforce the letters through different learning engagements like thumb printing and physical games like treasure hunt, identifying the letters by jumping on the letters. Students practiced letter formation through tracing, using chalk, crayon and play dough, etc.

Drama

Students watched two videos, guessed expressions (sad and happy), and identified sad expressions, focusing on two elements: crying and eyes. They examined pictures to determine if they conveyed sadness.

Transdisciplinary Math

Students reinforced the oral counting of numbers 1 to 7 and connected their learning with real life experiences. Students were introduced to the numbers 8, 9 and 10. They further continued quantification of numbers by counting the different objects around the class. Students created a bar graph.

PE

This month students participated in Gymnastics and they did an inquiry on gymnastics. We had a discussion on gymnastics and also, they explored proper techniques of Jumping drill. Students watched pictures/videos and teacher demonstration based on Jumping drills and shared their findings and we discussed proper techniques of 45-degree jump, 180 degrees jump



Learning and Teaching - This Month

ART

Students continued with their journey of identifying the colours and relating them to objects they observe daily around them and differentiate the colours from one another. They have been identifying the objects by colour. Students have been engaged with printing techniques (with hand/fingers/fork) of different objects and different colours. Students were engaged with tear and paste activity using crepe paper. To develop the hand motor skills student even did some drawing and colouring in the given picture with primary colours. Students were also involved in the framer's market activity making key chains using beads and macron.

Dance

Students shared a reflection on what they have learnt. They were also introduced to a new leg movement. Later they practiced the same along with the previously learnt movements on a count of eight.

Music

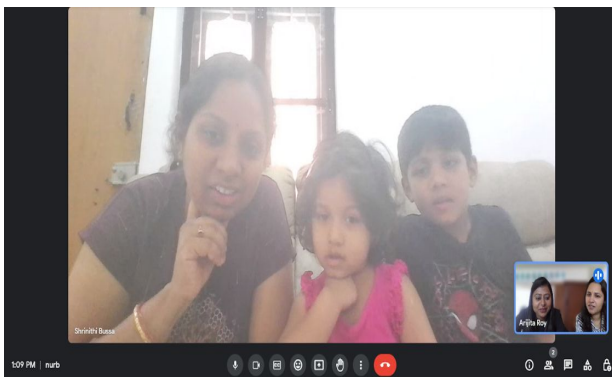
Students learned solfege in both Indian and Western styles using hand signs. They can sing vowel sounds using solfege notes and have mastered basic beats, rhythm, and patterns through the "Sweet Beats" song. They've also developed the skill to identify sounds through both listening and visual recognition.



Learning and Teaching - This Month



Learning and Teaching - This Month



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Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Unit Of Inquiry

Sharing the planet.

Central idea

Animals and people interact in different ways in different contexts.

Lines of inquiry

- The different roles animals play in people's lives
- Suitability of particular animals for specific functions.
- Our responsibility for the well-being of animals.

Key concepts:

Function, causation, responsibility

Related concepts:

Characteristics, relationships and needs

Unit Of Inquiry

Students will begin third unit of inquiry under the theme “Who We Are”. They Will explore relationships and ways they shape their identity.

Transdisciplinary Language

Students will be introduced to third set of jolly phonic along with the phonic sound and related objects. They will further do tracing and formation of letters. They will get an opportunity to build their vocabulary through stories and picture talk. Students will be introduced to sight words.



Learning and Teaching – Month Ahead

Transdisciplinary Math

Students will reinforce the numbers from 1 to 10 along with quantification of different objects. They will practice tracing and formation of numbers. Students will be introduced to numbers from 11 -15.

Art

As the learning process, the students will be assessed for their learning of colours and introduced to the types of art printing and collage (cut and paste) by using different objects as stamps to create their artworks.

PE

This month students will do inquiry on Rolling Side roll Log roll (Variations).

Music

Students will explore diverse song styles across various genres. They will develop the skill to identify sounds through both active listening and visual aids.

Drama

Students will watch two videos and guess expressions, focusing on 'angry.' They will then create angry expressions, considering two elements—look at pictures and identify whether they convey anger or not. Finally, they will assess different expressions by watching a video.



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/>

