



P R I S M

Grade PP1
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

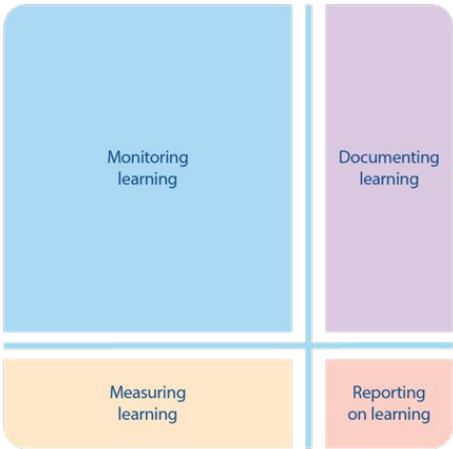


Message from the PYP Coordinator's Desk

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 were engaged in and practiced a range of mindfulness exercises like tree pose, find your senses, calming down exercise, flower breathing, bee breathing, cloud meditation, mindful listening, and understanding emotions zone. They practiced back to back breathing with peers.

Students reflected their experiences and also discussed the benefits of practicing these exercises.



Throughout the month, the counselor conducted sessions on good and bad choices. Students shared what they believe to be good and terrible decisions in a variety of formats and approaches. The counsellor provided instances of wise and unwise choices from real life scenarios. Students discussed how their responses were linked to the subject. The counsellor went over personal space, which was the year before's theme. The counsellor went on to relate personal space to wise and unwise choices. By the end of the theme, the students had a better understanding about good and bad choices.



School Philosophy – 5 Developmental Pillars

Core Values

The core value for the month 'Gratitude' was inculcated in various ways. They had various learning engagements like watching and listening to stories and reading books related to gratitude. Students made a thank you card for their loved ones and shared the importance of gratitude in our lives during discussions.



Stakeholder Engagement-

14th November marked a vibrant transformation of The Gaudium expansive green lawn into an enchanting performance arena, resonating with the joy of Children's Day celebrations. The teachers showcased various captivating performances to celebrate Children's Day. The event became a testament to the collective creativity and dedication of the educators, leaving an indelible mark on the hearts of all who participated.



The Three way conference provided parents with an opportunity to virtually connect with teachers and contemplate their child's academic journey during the first term. Students actively engaged in sharing their goals with both their parents and respective teachers, fostering a collaborative atmosphere aimed at nurturing academic growth and development.



School Philosophy – 5 Developmental Pillars

Global Leadership

Students demonstrated their ownership of their learning by engaging as well sharing how best they learn, and what would they learn. Students practiced in special assembly for Dussehra and Diwali. In pursuit of fostering global leadership, a myriad of events was organized. Among which our annual extravaganza, “Farmers Market” with a staggering 9000 participants converged to celebrate, imbibe knowledge and experience the essence of unity.



Holistic Excellence:

As a part of holistic excellence, students engaged in inquiry and made transdisciplinary connections. They made connections to the attributes of the learner profile during the learning and teaching. As a part of life skills programme, students made a salad by engaging in non-fire cooking.

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:

Homes reflect range of influences and local conditions.

Lines of Inquiry:

Homes over time

Homes around the world

Impact on influences on homes

Key Concepts:

Change, Function, Perspective

IB Learner Profile:

Communicators,

Open-minded, Inquirers

Unit Of Inquiry:

Students participated actively in “Show and tell” learning engagement and put forth their perspectives of a home. Students shared glimpses of their homes through a captivating show-and-tell session, presenting a visual narrative with pictures that provided an insight into their personal spaces.

Students explored different types of houses during the school “Field Trip” to nearby villages. They were able to connect their experience with the unit “Where we are in place and time” by sharing their views of different types of homes and their characteristics.

They discussed about homes in other places around us and compared them with the homes around the world.

Students explored homes using the google maps, and observed that the homes are different at each locality. They understood that many factors influence the type of houses built and also how it impacts their living.

Learning and Teaching – This Month

Transdisciplinary Language

While inquiring about homes, and in continuation to homes overtime, students connected to the letter 'c' for cave and 'h' for home. They connected 'm' for map, 'e' for entertainment and 'r' for roof, while exploring different types of houses around the world. They were introduced to the letter sounds using jolly phonic rhymes along with new vocabulary. Students were shown the correct formation of the letters using jolly phonics. They practiced letters through various learning engagements. Students practiced blending of 3 letter cvc words with the help of various learning engagements and interesting influential games for eg: sit, tip, cap, mat, etc. Students were introduced with the sight words "it" and "in".

Transdisciplinary Math

Students made connection of 2D and 3D shapes while inquiring about homes. They also differentiated the students were introduced to the directions using map connecting to the uoi-up,down,right and left. Students practiced writing numbers using place value and also practiced tally marks.

PE

In this month students participated in the following hopping with objects, on spot jump, split jump and forward and backward jump.



Learning and Teaching - October & November Month

ART

Students differentiated between the techniques of tearing and pasting and paper sculpting. Students inquired further into types of art. They shared the similarities and differences between clay modelling and paper sculpting. They learnt making the basic shapes with clay and joining them to create their models. Students further used different materials like toothpicks, googly eyes, pipe cleaners, colourful pebbles with the clay to enhance their clay models. Students co-constructed the assessment task and were assessed to show their learning of the types of art.

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 have learnt basic solfege in Indian and western ways with hand signs. Students have learnt to sing vowel sounds with the help of solfege notes. Students have learnt the basic beats, rhythm and patterns. (Sweet Beats song). Students have learnt to identify sound by listening and visually.

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.



Learning and Teaching - October & November Month



Learning and Teaching - October & November Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Unit Of Inquiry: How the world works

Central idea:

All living things go through a process of change.

Lines of inquiry:

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influences lives.

Key concepts:

change, function, causation

Related concepts:

patterns, transformation, Environment.

Unit of inquiry

Students will begin their inquiry “How the world works” by unpacking the definition of the term “growth” through a read aloud story “The Hungry caterpillar”.

Students will listen to stories and scenarios about how plants, butterflies, humans, etc. change. They will watch videos and share their observations and pose various questions.

Students will further be able to connect to patterns during the homeroom discussions.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will explore changes and growth, They will connect to the letters 'g' for (growth), 'l' for (living things), 'f' for (food), and the digraph 'ch' for (change), 'th' for (thing), and 'sh' for (shelter).

Art

Students will continue with their learning and will be introduced to the elements of art line and its importance in art and daily life.

Dance

Students will be introduced to new music. And they will be engaged to different types of facial expressions through dance. They will be practicing the previous movements along with the new.

Music: Students will be learning different styles of songs in different types of genres. Students will learn to identify sound by listening and through visual aids.

Transdisciplinary Math:

Students will be connecting to different concepts like patterns and addition. through different strategies and learning engagements.

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.

PE

In this month students will be engaging in the following, forward jump, backward jump, sideward, jumpstart jump, high jump.



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/>

