



P R I S M

Grade PP2  
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

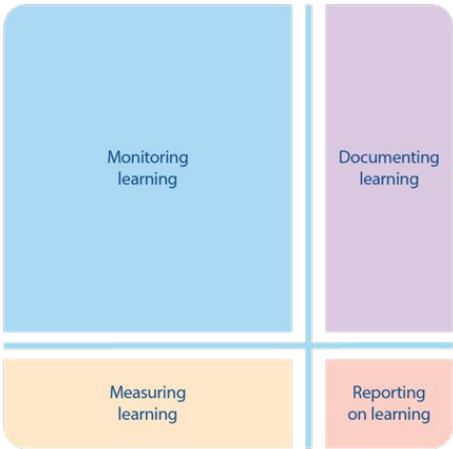


# Message from the PYP Coordinator's Desk

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 explored different learning engagements such as Rainbow breathing, Back to Back Breathing, Mindful walking, Popcorn breathing, Understanding emotions zone and kindness jar to help stay focused, practise calmness and enjoy every moment by being self aware.



The counsellor conducted sessions on good and bad choices. Students shared what they believed 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. Students discussed how their responses linked to the subject. During the meetings, they connected to the examples provided by the counsellor and their peers. By the end of the theme, students had a better understanding about good and bad choices.



# School Philosophy – 5 Developmental Pillars

## Core Values

Students developed their understanding of the core value 'gratitude'. They used their 5 senses to identify things they are grateful for. Students sang songs, watched videos, connected to stories read and shared real-life examples of where they have displayed gratitude. Further they practised being grateful using the gratitude jar.



## Stakeholder Engagement

Students participated in the 'Farmers Market' that had the theme "Vasudhaiva Kutumbakam" - Nurturing Togetherness with the World as One Family. Students joined with the community as they made products using clay and recycled paper.

On Children's Day, teachers performed dances for students. Parents, students and teachers connected during the Three Way Conference for Term 1 virtually. This engagement enabled the learning community to discuss the learning progress, set expectations and learning goals for Term 2.



# School Philosophy – 5 Developmental Pillars

## Global Leadership

Students demonstrated their ownership of learning and embracing their culture through Special Assemblies during Dussehra and Diwali.

They continued to demonstrate the attributes of IB learner profile and approaches to learning (Skills).



## Holistic Excellence

Students made vegetable salad as part of non-fire cooking with their friends in the classroom. They discussed the process of making a vegetable salad by listing out the ingredients to make a. Students shared how a vegetable salad is a healthy option for snack as it filled with vitamins and tastes delicious.



# 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

How we organize ourselves

### Central idea

Many products go through a process of change before they are consumed or used

### Lines of inquiry

- Origin of products.
- Processes products go through.
- Reasons for change in products

### Key concepts

Function, Change, Causation

### IB Learner Profile Attributes

Inquirers, Thinkers, Risk-Takers

## Unit Of Inquiry

In the month of October, students continued to explore reasons for change in products. They discussed various problems faced while using products and its consumption. This lead into a design thinking process where learners provided solutions for problems connected to manufacturing and consumption of products. Further they co-constructed a task for the end of unit assessment (How we organize ourselves). Students chose to create and share a product of their choice, described how the product would be made and explained the usage of the product they created.



# Learning and Teaching – This Month

## Unit of Inquiry

How we express ourselves

### Central idea

People use art and forms of expression to convey uniqueness as human beings.

### Lines of inquiry

- Forms of art.
- Ways we express
- The role of art in people's lives

### Key concepts

Function, Form, Perspective

### IB Learner Profile Attributes

Risk- takers, Knowledgeable,  
Open- minded

## Unit Of Inquiry

November saw the beginning of a new unit under the theme 'How we express ourselves', where students unpacked the word 'art', explored various forms of art through School Tour, and Guest Talks in Visual and Performing Arts.

Further, students identified the similarities and differences between art forms. Learners connected to the term expressions and explored the meaning of expressions, feelings, and emotions, sharing the different ways they express themselves in different situations.

# Learning and Teaching - This Month

## **Transdisciplinary Language**

Students expressed themselves using words and framed simple sentences through picture talk. They sorted three letter words according to its family (-at, an, ap, et, en, ed, it, in, ip etc). Through scenarios discussed during inquiry, students shared the elements that make a story - Title, characters, setting, plot, problem and solution. Further they created a story of their choice.

Students were introduced to prepositions and expressed themselves through the use of punctuations (question mark, period, capital letter and finger space) while writing sentences.

## **Transdisciplinary Math**

Students were introduced to 2D shapes (square, Circle, Rectangle, Star, Oval, Triangle), and lines which they could identify in Visual Arts. Followed by patterns in shapes, colours, sounds, fractions, odd and even numbers connecting to the Unit of Inquiry.

## **ART**

Students were introduced to texture as an element of art. They touched and experienced the difference between the surface of various objects. They continued exploring the importance of texture in their daily life. Students explored different ways of creating the textures like using the lines, texture rubbing, using the textured objects to create the artwork to create the real texture to their work.

They were introduced to shapes as an element of art. Students identified the difference between 2D shapes and 3D shapes. They tried to understand the importance of shapes in art and relate the shapes to their surroundings.

Students connected with pattern and discussed why patterns are used in an artwork. They created their own patterns using the elements of art line, shape, colour and texture.



# Learning and Teaching – This Month

**PE:** This month students engaged in the following:

- Star jump
- Split jump
- Forward backward and sideward jump
- High jump

**Dance:** Students were introduced to new music along with new movements which were demonstrated by the facilitator. They practiced the same along with the previously learnt movements (squat, turn and jump) on a count of eight.

Students connected to an element of dance (body, energy, space time). Further they learnt a few more steps which were demonstrated by the facilitator and were practiced with the counts.

**Music** Students learnt basic solfege in Indian and western ways with hand signs.

They learnt to sing vowel sounds with the help of solfege notes

Students learnt the basic beats, rhythm and patterns.( Sweet Beats song). They identified sound by listening and also visually.

## **Drama:**

Students watched various expressions, discussed when and where they observed them. They were then presented with a choice of 6-8 situations and tasked with expressing their reactions using the emotions of anger and happiness.





# Learning and Teaching - This 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

People apply understanding of forces and energy to invent and create.

### Lines of inquiry

- Understanding forces and energy
- Application of force and energy
- Cause and effect of inventions

### Key concepts

Function, Form, Causation

### IB Learner Profile Attributes

Inquirers, Thinkers, Risk-Takers

Students will start their new unit under the theme ‘How the world works’.

They will unpack the words ‘force’ and ‘energy’. Students will compare and contrast between these two terms for a deeper understanding, connect to real life situations and share examples of application of force and energy in their daily life.

Further, they will be introduced to the term ‘invention’ and observe the causes and effects of inventions.

Students will embark on a journey of Design Thinking, where they would identify real life problems, empathize and conduct research, share ideas for solutions and test a prototype as they inquire into this theme.

# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will be introduced to new words to improve their vocabulary through High Frequency Words, 'sh' digraph, from singular and plural nouns. They will write simple sentences using verbs and adverbs to share their experiences.

## **Transdisciplinary Math**

Students will continue writing numbers using place value. They will be introduced to the concept of subtraction and , directions. Students will identify patterns seen in their daily life and schedule their daily events.

## **Art**

Reinforcement of 3D shapes. Students will observe pictures related to the festival of Christmas such as- Christmas tree (Cone shaped), 3D Snowman and Christmas tree decoration balls (Sphere), Gift boxes (Cube, Cuboid shape), Christmas candles (Cylinder shape). They will create an artwork using 3D shapes.



# Learning and Teaching - Month Ahead

## **Drama:**

Students will watch various expressions, engage in a discussion about when and where they have encountered the expressions of 'shocked' and 'astonished.' They would be prompted to articulate the differences between these emotions. Following this, students will be presented with a choice of 6-8 situations and tasked with expressing their reactions using both 'shocked' and 'astonished.'

## **Music**

Students will be learning different styles of songs in different types of genres. They will learn to identify sound by listening and visually aids.

## **PE**

Students will be engaging in sports day practice:

- Obstacle race
- Gymnastics
- Mass demonstration





# Happenings Month Ahead

Events	Date
Annual Sports Day (Grades 2 – 5)	23 <sup>rd</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/>

