



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

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



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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 Academic Head's Desk

Dear Parents,

Greetings!

Our 'Happy minds model' focuses on the holistic development of children as a key to growth. Learners are provided with opportunities embedded in the learning experiences which supports the overall development of students. To encourage the students to be self-regulated learners, we focus on approaches to learning (ATL) which is well knit with five interrelated skills.

These skills play crucial role in supporting students, as tools to learn different subjects effectively. The approaches to learning are not only focused on learning subjects inside the classroom but also in sports and physical education which helps on developing different skills outside the classroom.



We recently conducted the three-way conference, and published the first term reports, sharing the students' learning, based on the subject specific learning outcomes. We have also reported students' self-evaluation details based on the attributes of learner profile they demonstrated, and approaches to learning developed in this term.



Message from the Academic Head's Desk

Our learners are gearing up for the upcoming annual sports day which will not only benefit them physically but also will have an impact on the academic progress as it helps in boosting self-esteem, reducing stress, developing team and leadership skills, instilling patience, perseverance, and divergent thinking.

We look forward to active participation of all our students in presenting their skills with confidence, and your continuous encouragement and support in their learning journey.

Sandhya Ramesh

Academic Head



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Learners and teachers have been practicing mindfulness every day. They enjoyed practicing various mindfulness exercises like Flower breath, Bee breath, back-to-back breathing, Rainbow breathing, popcorn breathing, unicorn breathing, tree pose, mindful walking, deep relaxation, The Superman Pose, The Wonder Pose, Mindful listening, raisin meditation, calming down exercise, Volcano Breathing, Scenario based reflection.



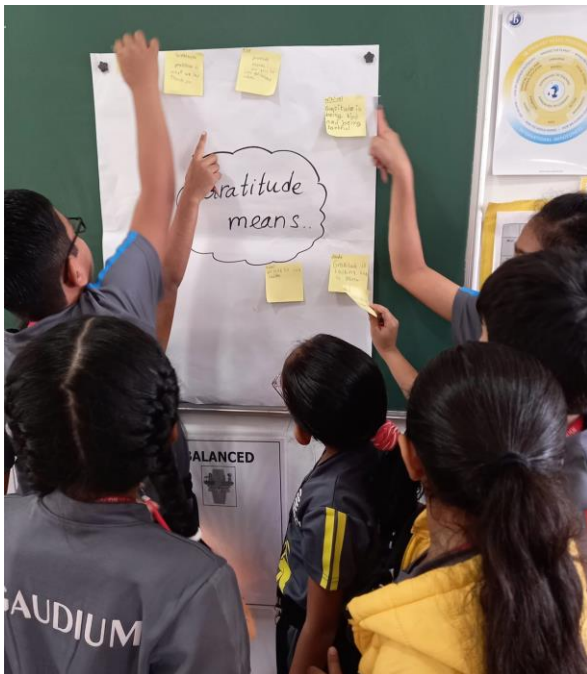
Stakeholder Engagement:

Various events were organized to promote stakeholder engagement such as Dussehra and Diwali celebrations, farmer's market, Children's day, Spanish day and three-way conference. During three-way conference parents and students interacted with the teachers on the virtual platform.

School Philosophy- 5 Developmental Pillars

Global Leadership:

Learners continued organizing and conducting weekly assemblies as a part of global leadership pillar. Learners conducted special assemblies on Dussehra, Diwali, and Spanish day. Learners continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements.



Core values:

Core value for the month, 'gratitude', was inculcated through various ways. Learners discussed the meaning of gratitude. They took part in different learning engagements like watching videos, listening to stories and reading books related to gratitude. They shared different ways they can show gratitude towards living beings around them.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

As part of inculcating life skills, learners were engaged in making dry bhel as a part of non fire cooking session. They were engaged in exploring table manners and personal grooming. They reflected on the do's and don'ts during a meal and discussed how they can maintain personal hygiene.



Students were introduced to the behavior prompt cards and youtube videos to understand social awareness situations. They went through PPTs and engaged in play to understand emotional regulation and behavioural management strategies.

Professional Development

A PD session on IB Programme Standards and Practices was facilitated by Ms. Sandhya Ramesh. 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- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Journeys create change and lead 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:

Inquirers, Communicators, Balanced

Unit of Inquiry:

Under the Transdisciplinary Theme “Where we are in place and time” learners explored and inquired about journeys. They came up with the words like journey, trip and travel after observing different objects displayed during the prior knowledge assessment. They explored different types of journey like intellectual, physical, virtual and imaginative journey. They shared the planning and choices of their journey they undertake through show and tell. Learners shared the different factors that are essential while planning a trip. Learners were able to share the impacts and changes the journeys had made in their life.

Learning and Teaching- Month Review

Transdisciplinary Language:

In connection with UOI, learners made a transdisciplinary connection with journal writing and shared about how they spent their vacation. They explored present, past and future tense. They described different pictures through descriptive writing. They continued with the weekly spelling assessments. They were engaged in read aloud sessions which helped them to enhance their vocabulary and listening and speaking skills.

Transdisciplinary Math:

In connection with UOI, learners made TD connections with time and calendar. They explored bar graph and patterns. They continued with mental Math tasks daily. Students revisited numbers and number names., comparison of numbers, addition and subtraction.

Drama:

Learners explored exaggerated laugh and cry. They learnt the principle of exaggeration and how it is used in the context of drama.

PE:

In this month students were engaged in the following:

- lateral jump and standing broad jump.
- basic and ball feeling skills in throwing (Juggling, shifting, tossing and catching)
- inquired and explored different throws in competitions
- variations of throws like under arm, over arm throws



Learning and Teaching- Month Review

Art:

Students continued to explore the elements of art and were introduced to space. They defined the space and its importance in art. They defined the positive and negative space, identified the positive and negative space in different artworks. Students created choice artwork and shared the artwork with their peers describing the positive and negative space in the artwork. Students continued to dig deeper into the elements of art by inquiring about the texture, differentiating the textures, creating different textures. They tried creating an artwork using the choice combination of the elements of art of their choice. They then used the line, shape, colour, texture and space to create their own artworks and shared the artworks with their peers and the purpose of the elements of art used in their artwork .

Dance:

Students learned body movements and gestures like shake, jumps, turns, hand and leg coordination, footwork, locomotors and non locomotors.

Music:

Students revisited different kinds of musical notes, practiced vocal exercises with different tempo, the songs – Doe a deer, Una Paloma, Children of the World, Small World and My Grandfather's clock. Students were introduced to the element of the music – Pitch.



Learning and Teaching- Month Review

Spanish:

Learners were introduced to farm animals, numbers 25-30, vocabulary related to the school and were introduced to the letters in the alphabet J, K and L

Telugu:

During the month of November, 'Tha' varg was introduced to the students through poems, storytelling and showing objects. Students were engaged in revision of Ka, cha, Ta varg letters. Students practiced oral recitation of Telugu numbers from 11-20.

Hindi:

Students were introduced to number 39; ण, त और थ akshar through pictures and They revised the letters from 'k' varg 'ch' varg and 'T' varg, which they had learned in the previous months.

Students were engaged in different learning engagements to enhance their understanding about identification, pronunciation and formation of the letters ण, त और थ.

French:

Learners have learnt objects in the classroom, objects in the bag and numbers from 20 - 30.

Dussehra and children's day celebration



Students celebrated Dussehra and Children's day

Diwali celebration



Students celebrated Diwali.

Learning and Teaching- Month Review



Students exploring the indigenous architecture through a field trip.

Learning and Teaching- Month Review



Students engaged in second language class

Learning and Teaching- Month Review



Students engaged in second language class

Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Review



Students exploring different art forms.

Life skill sessions



Students making dry bhel as a part of non fire cooking life skill session
Students watching videos about the importance of personal grooming.



Learning and Teaching- Month Review



Learning and Teaching- Month Review



Students participating in show and tell on their favourite journey.



Learning and Teaching- Month Review



Students engaged in different learning engagements.

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 we demonstrate and enjoy imagination
- Role of imagination in innovation
- Problem solving using imagination

Key Concepts:

perspective, connection, function

IB Learner Profile:

Thinkers, Risk-takers, Communicators, Reflective

Unit of Inquiry:

Learners will explore the meaning of word imagination and how it helps them. Learners will be able to connect with the word invention through stories and videos. They will be engaged in various learning engagements to understand the differences and similarities between invention and innovation.

Transdisciplinary Language:

Learners will further inquire about the story writing and poems. They will also connect with articles.

Transdisciplinary Math:

Learners will connect with problem solving and timeline. They will further connect with operations subtraction and multiplication.



Learning and Teaching- Month Ahead

Dance:

Students will be learning different elements of dance like group dancing , coordination, different patterns of hand and leg movements, uses of prop, formations, emotion and expression through dance.

Art:

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

Drama:

Learners will explore Navarasa (Nine forms of emotions). They will learn to express those rasas using physical gestures, body movements and voice.

Music:

Students will sing arpeggios (Vocal exercises) with different tempo and different pitch, Revisit songs – Doe a deer, Una Paloma, Children of the World, Small World and My Grandfather's clock. Students will revisit the element of the music – Pitch.

Students will be introduced to new songs Country roads, Happy Wanderers.

PE:

In this month students will be engaged with the following

- Variations of throws like overhead, side arm and round-arm throw
- inquire about basketball game and learn dribbling skills
- Dribble-below the knee level and waist level with right and left hand



Learning and Teaching- Month Ahead

French :

Learners will be introduced to farm animals, greetings, shapes and interrogative words.

Spanish:

Learners will be introduced to interrogative words and definite and indefinite articles.

Hindi:

Learners will be introduced to the letters from ऋ and ए varg. They will be engaged in various learning engagements to enhance their understanding about the letters.

Telugu:

Learners will be introduced to the letters Pa varg through various learning engagements. Students will explore the Telugu numbers from 20-30.



Happenings Month Ahead

Event	Date
Annual Sports Day- Grade 2-5	22 December 2023
Annual Sports day- Nursery to PP2	23 December 2023
Christmas Holidays	24 December to 2 January 2024

Our website:

<https://www.thegaudium.com/>

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events>

Social Media Links:

<https://www.facebook.com/thegaudiumschool>

<https://www.youtube.com/c/Thegaudiumschool>

<https://www.instagram.com/thegaudiumhyd/>

<https://www.linkedin.com/company/thegaudium/>

