



P R I S M

Grade 2
October & November

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



Message from The Head Of School- IB PYP

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. The various mindfulness exercises they engaged in were Flower Breath, Bee Breath, Mindful walking, Back-to-Back Breathing, Tree pose, Raisin meditation, calming down techniques, mindful thinking in different scenarios etc. for improved concentration, enhanced flexibility and fostering lifelong learning.



Learners shared their views on acting mindfully and reflected on how their actions or words may impact others. They discussed the benefits and shared their reflections as well.

Learners focused on personal goal setting and reflected on the impact of their words and actions on others through mindful activities.

School Philosophy- 5 Developmental Pillars

Learners had a session about self awareness where they were introduced with a task requiring them to draw happy and angry faces. Emotional regulation is the step ahead that starts from recognizing and accepting.



Learners took the insights that helped them to take a better stance at their authentic emotional experience.

School Philosophy- 5 Developmental Pillars

Core values

As part of core values, teachers and learners have been discussing and practicing "gratitude". They understood gratitude is the way of "appreciation" and "acknowledgement". Learners discussed the ways of showing gratitude to their parents, friends and community.



Learners' self reflected on their practices to develop and shared real-life examples of where they have displayed gratitude.

They shared their views on acting mindfully and reflected on how their actions or words may impact others.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

A few momentous events were conducted to promote the stakeholder engagement such as the Farmer's market, Dussehra, Diwali, Children's day and Spanish Day celebrations where learners actively participated.



Learners, parents and teachers were a part of their three-way conference to discuss the performance, strengths and area of improvement of learners for term 1 and also to set goals for the next term.

School Philosophy- 5 Developmental Pillars

Special assembly was conducted by grade 2 learners where they exhibited their communication and presentation skills magnificently on the theme - Diwali.



Children's day was celebrated in school on 14th November, where teachers organized special assembly for learners. It was a day full of excitement, fun-filled and memorable for learners .

School Philosophy- 5 Developmental Pillars

Global Leadership:

As part of the global leadership, the learners organized and conducted their assemblies on Dussehra, Diwali, World's Author day and Spanish day.

They continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements.



Learners continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength, improvement and discussing the further steps. Learners were involved in making choices, reviewing essential agreements, and co-constructing assessment task and criterias.

School Philosophy- 5 Developmental Pillars

Holistic Excellence

Learners made connections with attributes of learner profile during inquiry. They were engaged in reading their choice of books, as part of the ORT (Oxford Reading Tree) Program, learners read ORT books based on their readiness level for reading.



As part of inculcating life skills, learners were engaged in cooking without fire-Bhel and doing gardening as a part of their life skills. Learners collaborated well with their peers during this experiential learning and shared their reflections with each other.



School Philosophy- 5 Developmental Pillars

The learners of Grade 2 visited "Wood factory" - Modularts to extend their understandings of the current unit under the theme "How the world works".



Learners had a guest talk by our parent Mr. Ravinder Reddy M to deepen their understanding of different materials, it's uses and changes it goes through.

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:

How the world works

Central idea:

Materials undergo changes that may pose challenges and provide benefits for society & the environment.

Lines of inquiry

- Materials and their uses
- Changes materials go through
- Challenges associated with manufacturing, processing and its byproducts

Key concepts:

function, change, responsibility

Related concepts:

measurement, transformation, industrialization

IB Learner profile

Risk-takers, Thinkers, Principled



Learning and Teaching- Month Review

Unit of Inquiry:

Under the Transdisciplinary Theme “How the world works” learners explored different materials. They started their unit by defining the term material.

They observed different objects and identified the materials it is made up of. Learners also found the properties of different materials and shared why it is used for certain purpose based on its properties.

They inquired into various changes materials go through during processing and explored the challenges associated with manufacturing process and its byproducts.

Learners made connection with the flow chart to show their understanding on the manufacturing process of different objects

To have better understanding of the unit, learners visited the wood factory. They observed and reflected on the steps involved in making the furniture.

In this unit, learners connected with design thinking. They read and learnt about the different stages of design thinking to identify the real-life problem, its application and usage in the design thinking process to find possible solutions. They discussed about action and how it will help them to continue with the inquiry.



Learning and Teaching- Month Review

Transdisciplinary Language:

Learners made transdisciplinary connections with collective nouns, question words, adjectives-degree comparison, verbs, tenses, and procedural writing. They connected with the action words and the different times of using the action words- present, past and future. They explored reading comprehension focusing on tenses. Learners made connections with procedural writing while discussing about the manufacturing process. They reflected by writing the steps involved in the process. They have tried several ways to connect their learning and implemented it with day-to-day life.

Transdisciplinary Math:

Learners made transdisciplinary connections with data handling and learnt how to analyze and interpret data. They further explored standard and non-standard units of measurement while learning about materials. Learners also reinforced place values, ascending descending order, multiplication, fraction, division, elapsed time, comparison of numbers, odd-even numbers, etc. during various learning engagements along with mental Math.



Learning and Teaching- Month Review

Hindi

Learners were introduced to the matra ऊ, ऋ, ए, ऐ, and also did the word formation by using these matra. They wrote the meaning of the words and revised the letters which they had learned in the previous class. 'Vyanjan' was introduced through a video. They wrote words using the matra ऊ, ऋ, ए, ऐ and framed sentences using them. They learnt poem related to these ऊ, ऋ, ए, ऐ matras.

Spanish

Students learnt the usage of articles and number names 30-45.

French

Students learnt numbers from 30 - 40, farm animals and named objects in the classroom in French.

Telugu

Learners inquired into ka to na vattulu through flash cards, images from textbook and poem recitation. They were engaged in learning the core values 'gratitude' through story telling activity. Learners practiced forming simple sentences using two or three letter words.



Learning and Teaching- Month Review

Dance

Learners explored body movements and gestures like shake, jumps, turns, hand and leg coordination, footwork, locomotors and non locomotor movements.

Drama

Learners explored voice modulation and understood the importance of voice modulation to express any character/ emotion.

Art

Learners were introduced to texture as an element of art. They shared their knowledge about texture and the types of texture. They differentiated the real/applied texture and the artificial /implied texture. Learners created an artwork with different textures in the artwork using lines. Learners further completed their inquiry into elements of art- space. They defined the space, different types of space, positive and negative space, background, foreground, and middle ground. They created artwork using any two forms of space and explored about its usage in the artwork.



Learning and Teaching- Month Review

Music

Learners revisited songs (Una paloma, Wonderful World, Hello Bonjour, Small World), Beats (2 beat – 4 beat) and practiced vocal exercises in different pitch and rhythm. Learners were introduced to different musical genre.

PE

Learners were engaged in the following: -

- a discussion on jumping events
- practiced standing board jump
- explored and practiced side shuffle
- explored Butt kick
- explored and practiced high knee bounce and one leg hope



Learning and Teaching- Month Review



UOI- Learners were engaged in the provocation task
TD Math- Learners were engaged in practicing more about elapsed time and mathematical operations.
TD Language- Exploring about the recipe writing.



Learning and Teaching- Month Review



UOI- Engaged in the sorting biodegradable and non bio-degradable waste and researching about the changes materials go through
Life skills - Non-fire cooking -making bhel

Learning and Teaching- Month Review



Dance - Full body movements and gestures like shake, jumps, turns, hand and leg coordination, footwork, locomotors and non locomotors.

Drama- Explored voice modulation.

Music- Practiced vocal exercises in different pitch and rhythm.

Learning and Teaching- Month Review

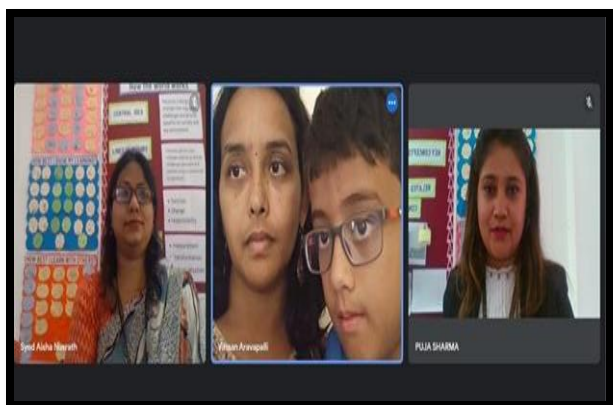


Library - Reading a story and reflecting.

TD Language - Engaged in sharing about degree of comparison.

UOI- Reflecting about the learning from the field trip.

Learning and Teaching- Month Review



Learning in 2nd language class

Learning and Teaching- Month Ahead

Unit of Inquiry:

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

Related concepts:

beliefs, values, culture

IB Learner profile

Communicators, Open-minded and Inquirers



Learning and Teaching- Month Ahead

Unit of Inquiry:

Under the Transdisciplinary Theme “How we express ourselves” learners will inquire about the meaning of celebration, tradition, beliefs, and values. They will be provoked to understand the word, ‘celebration’ using pictures, videos and stories. Learners will discuss about what they celebrate and will list down all the celebrations that they have been a part of, or have heard about.

They will share how they celebrate different festivals and the reasons for the same. They will sort celebrations as local, global, national, regional, and international. They will further discuss the features of tradition and celebrations while deepening their understanding of the same.

Transdisciplinary Math:

Learners will explore the concepts of calendar, human graph, sorting, and measurements. They will interpret data using human graphs. They will sort numbers, shapes, colours, etc. while sorting different celebrations.

Learners will make TD- connection with the calendar while discussing the dates of different celebrations like the New year, Birthday, Diwali, Independence day etc. They will make a connection with measurement while doing the recipe writing.



Learning and Teaching- Month Ahead

Transdisciplinary Language:

Learners will make transdisciplinary connections with adjectives, picture composition, articles, letter writing, recipe writing, and descriptive writing. They will reflect on their understanding of picture composition by describing the given picture depicting celebrations. They will deepen their understanding of letter writing by writing letters to their friends or family members inviting them to their birthday party. They will engage in and reflect on their understanding of recipe writing.

Spanish

Learners will be introduced to verbs, nationalities, and number names 45-50.

French

Learners will be introduced to objects in the bag, Interrogative words, articles and related vocabulary.

Hindi

In the coming month, learners will be introduced to the matra ओ, औ, लिंग (Gender) and will also learn words formation and framing sentences by using these matra. They will also write the meaning of the words.

Telugu

During the month learners will be learning 'pa' to 'ra' vattulu through videos, flash cards, images from textbook and poem recitation. Learners will practice forming simple sentences, and peer to peer questioning on the learnt topics. Learners will also be introduced to antonyms in Telugu.



Learning and Teaching- Month Ahead

Dance

Learners will be learning different elements of dance like robotic dance , coordination, different patterns of hand and leg movements, uses of prop, formations and will also learn about emotions through dance.

Drama

Learners will explore sequencing in a text. They will learn to arrange the events of the story in a sequence.

PE

Learners will participate in a discussion and inquire about throwing events, types of events and skills. They will explore and discuss about shifting, toss and catching.

Art

Learners will be inquiring into the changes in art from the ancient times. They will be finding the ancient art/cave art, the features and characteristics, and the process of change in the art with the time.

Music

Learners will revisit songs (Una paloma, Wonderful World, Hello Bonjour, Small World), Beats (2 beat – 4 beat) and practice vocal exercises(arpeggios) in different pitch and rhythm. Learners will practice new songs 'Top of the world', 'Happy wanderers', 'Ho raat ka taara' with the teacher



Happenings Month Ahead

Event	Date
Annual Sports Day- Grade 2-5	22 December 2023
Annual Sports day- Nursery to Grade 1	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/>

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