



P R I S M

Grade 1
December 2023

Message from the Head of School – IB PYP

Dear Parents,

Wishing you all a Happy New Year filled with many successes and continued progress. During the winter break, I hope you had the chance to spend time with friends and family. I certainly did spend some time reflecting on 2023 and at the same time thought about the work and opportunities that lie ahead in 2024.

The successes of our student led conferences, three way conferences, assemblies, Sports Day, to name a few of the events, have reconfirmed our firm belief in holistic excellence, values, stakeholder engagement, well-being and leadership for all! Challenges will always be there but we must come together to ensure that our students exhibit perseverance and grit at all times and succeed to achieve excellence.

Today, I share with you my all-time favourite story of a father and a daughter!

Once upon a time a daughter complained to her father that her life was challenging and that she didn't know how she was going to make it. She was tired of struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. His daughter, impatiently waited, wondering what he was doing.



After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl.

He then ladled the coffee out and placed it in a cup. Turning to her he asked, "Daughter, what do you see?"

"Potatoes, eggs, and coffee," she hastily replied.

"Look closer," he said, "and touch the potatoes." She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

Message from the Head of School – IB PYP

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which are you,” he asked his daughter. “When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?”

Adapted from

<https://www.4recruitmentservices.com/blog/2017/08/15-motivational-and-inspiring-short-stories?source=google.com>

We have an exciting year ahead, filled with opportunities for growth, learning, and personal development. We will continue working on reviewing and reflecting on our curriculum to further enrich it with innovative teaching methodologies and add deeper focus on developing critical thinking and problem-solving skills. In addition to the academic aspect, we deeply value the partnership between our school and families. We view our relationship as a collaborative effort, and together, we can provide the best possible education for our children.

As we continue to come together for learning, growth, and discovery, let us foster a sense of unity, respect, and understanding, building strong relationships and a supportive network to create an environment where students can thrive both academically and personally.

Once again, wishing you happy New Year-2024. We look forward to working together to make this a memorable and successful year for our learners.

Warm regards,

Anjalika Sharma

IB PYP Head of School



Message from the Academic Head's Desk

Dear Parents,
Greetings!

Bonnie Blair rightly said, "Winning doesn't always mean being the first, winning means you're doing better than you've done before". Every child is different and a winner by themselves as they are observing and learning something new every day. They should only focus on giving their best in 'everything' they do, to achieve success.

The Gaudium family witnessed the performances of all the learners of our school during the Annual Sports day 2023-24. To ensure that our budding learners feel motivated to perform in collaboration with their peers, showcasing their sportsmanship by giving their 100 percent, they were provided with continuous training during the school hours which also enhanced their confidence.



While honing their skills in co-curricular areas, learners were simultaneously focusing on academics and were busy inquiring about different lines of inquiry related to the unit.

In connection with the current unit of inquiry, our PP2 and Grade 1 students have started working on 'Design Thinking' by identifying the potential problems around them and finding solutions

Message from the Academic Head's Desk

demonstrating their imagination and creativity. Students extended their learning by carefully observing what they saw / heard on the nature walks, field trips, guest lectures and discussions.

Design Thinking process leads the learners to innovative solutions and to create a prototype to overcome the challenges identified.

The process of empathizing to understand the problem, defining the problem, ideating, creating the prototype, builds the necessary skills for students to look at a problem with a new perspective and become problem-finders and problem-solvers.

Learning is a collaborative process which requires support from peers, teachers as well as from parents. At home, you may discuss the problem your child has identified as a part of design thinking process and extend help as they research to gather information to understand the problem better.

We look forward to your continuous encouragement and contribution in your child's learning journey.

Wish you a very happy and prosperous new year 2024!

Warm regards,
Sandhya Ramesh
Academic Head



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Learners practiced different breathing exercises like hissing breath, starfish meditation and bunny breath. They were able to share their acts of kindness and how they helped others. They stated reasons for the same and positive affirmation statements.



Holistic Excellence

As a part of life skills session learners watched videos about first aid for insect bites, bruises and cuts to learn about the basics of first aid. As a part of holistic excellence they continued reading ORT books.

School Philosophy- 5 Developmental Pillars

Global Leadership:

Students were involved in making choices
,co-constructing assessment tasks ,reviewing essential agreements, designing learning engagements and conducting assemblies. Students also connected to UN SDG goals during the inquiry.



Core values:

Students performed a play about gratitude and shared how they showed gratitude to their friends, family, and people in their community. They listened to and watched different stories about gratitude to further develop their understanding about it.

School Philosophy- 5 Developmental Pillars

Stakeholder Engagement:

Students were mesmerised by the performances during the Christmas celebrations. They enjoyed dancing and singing. Parents enjoyed watching their kids perform the drills and cheered them during the races on the annual sports day .



Professional Development

Oxford Reading Tree(ORT):

The Oxford Reading Tree session was conducted by **Ms. Rowena Muttoo, Associate Coordinator – Early Years**. ORT programme helps students learn and love reading. It aims to develop the student's language rather than sticking to limited vocabulary. It includes phonics sounds and letters. Students are highly motivated to develop their reading and progress to the next level of books.

Reading is a developmental process that involves constructing meaning from text, helps students to explain their feelings, thoughts, and opinions, and provides opportunities to imagine themselves in another's situation. The team also discussed the importance of maintaining the reading logs followed by sharing their reflections.

Learner Agency:

The PYP team divided themselves into smaller groups and read the importance of implementing agency. Implementing Agency sessions focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. We shared how the students take initiative, express interest and wonder, and make choices to achieve their goals by sharing a few classroom examples.

Job-Alike Sessions:

Members of the PYP team had an opportunity to attend the PYP Hyderabad Network Job-Alike Sessions at **"The Aga Khan Academy"** and **"The Meridian International School"**. They shared their takeaways and reflections from the attended sessions.

Reading and writing: The reading and writing session was attended by **Ms. Sukanya, Grade 5 – Homeroom teacher** and **Ms. Saba Tabassum, Grade 1 – Homeroom teacher**. They shared the importance of reading and writing and word chain strategy. A word chain provides a structure which allows students to explore relationships among the words, understand how they can be used, and remember their meanings.



Professional Development

Play in Early Years: Ms. Soumya, Grade PP2 – Homeroom teacher, and Ms. Sudha, Grade Nursery – Homeroom teacher attended the session on play in Early Years. Play provides benefits for cognitive, social, emotional, and physical development for students from all socioeconomic, cultural, and linguistic backgrounds, and offers authentic opportunities for students to begin their exploration and development of the IB learner profile. Play is highly adaptive, involves choice, promotes agency, and provides rigorous opportunities to inquire into important concepts and personal interests. Teachers in the PYP early years support play by creating and maintaining engaging learning spaces, scheduling uninterrupted time for play in both indoor and outdoor spaces, monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups.

Technology Integration in Education: The technology integration in education was attended by **Ms. Smita Parikh, Grade 5 – Homeroom teacher, and Ms. Jyothi Bhatt, Grade 2 – Homeroom teacher.** They shared a few technology tools like Quick Draw, Auto Draw, Blobopera, Magic Switch, Magic Studio, Magic Write, etc. with the larger team followed by a few learning engagements.

Action in PYP: The importance of action in PYP was shared by **Ms. Sri Lalitha Dasari, Grade 5 – Homeroom teacher, and Ms. Sailaxmi, Grade 2 – Homeroom teacher.** Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning, and experiences. They shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust, and contribute to collective action, contributing to discussions and learning experiences.



Professional Development

Programme Development Plan (PDP): The Programme development is the process a school engages in to strengthen the implementation of an IB programme or programmes(s) in their school. **Ms.Meera Chhabria, PYP Coordinator,** and **Ms. Nishita Mirpargar, Grade Level Lead (Grade 4)** attended the PDP sessions and shared a few of the chosen programme development plans of other schools followed by the reflections.

Well-being: The well-being session was attended by **Ms. Rowena Muttoo, Associate Coordinator – Early Years** and **Ms. Sweta Jangili, Grade 1 - Homeroom teacher.** Well-being aims to foster positivity in life by being aware and awake of our body mind and feelings which help us understand and accept ourselves and the world better. The well-being programme is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social, and physical development of each student. They shared a few well-being techniques that can be implemented in the classrooms.

Inclusive Education: Our School counselor **Ms. Hadiya** and **Ms. Debolina, Grade 5 – Homeroom teacher** attended the session on inclusion. An inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community. They shared some of the best practices and strategies for dealing the students with different abilities followed by reflections.

Inquiry in Math: Students are encouraged to actively ask questions and participate in finding answers or solutions to problems. The inquiry approach helps students to make connections between different areas of knowledge, rather than by learning things in isolation. The inquiry in Math was attended by **Ms. Nusrath Jahan Grade 4 – Homeroom teacher,** and **Ms. Shakeeba Baig Grade 3 – Homeroom teacher.** They shared that the learning should be exciting and engaging and the tasks/problems/ scenarios/provocation that spark the interest of students so that they are motivated to solve the problems by stating various examples.

Learning and Teaching- Month Review

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 began the unit by choosing the materials to create something using their "imagination". They came up with different things and shared the use of it with their peers. Students shared their understanding about words 'image', imagine and imagination. They further explored about how imagination helped the inventors like Thomas Alva Edison, Wright brothers, Alexander Graham Bell to create the world's greatest inventions. Students went on field trip to 'Sudha car museum' to further understand about different ways imagination helps in innovation.



Learning and Teaching- Month Review

Transdisciplinary Language:

In connection with UOI, learners made a transdisciplinary connections with the use of imagination in creating stories. They were able to identify the elements of the story and created short stories using the elements of the story. Learners worked collaboratively to create a story and were able to share it with their peers.

Transdisciplinary Math:

In connection with UOI, learners made a transdisciplinary connection with problem solving. They practiced addition with regrouping. Learners further explored the concept of sequencing the numbers and were able to understand ascending and descending order.

Drama:

Students learnt to express various emotions such as disgust, angry and happy emotions using physical gestures, body movements and voice.

PE:

Students practiced for the annual sports day. They practiced walk past, hula hoop drill and running races.



Learning and Teaching- Month Review

Art:

Students explored the different types of art. They used different objects available around them to enhance their creativity by using them as stamps to create their artwork. They shared how printing can be used in art and daily life and the reasons for using the printing technique. Students explored different ways of using paper creatively in art and used newspapers or colour papers as per their availability to cut and paste in order to create their artwork. They continued to create artwork using cut and paste technique with different materials of daily use.

Music:

Students practiced arpeggios (Vocal exercises) with different tempo and different pitch, as well as revisited songs – Doe a deer, Una Paloma, Children of the World, Small World and My Grandfather's clock.

Students revisited the element of the music – pitch. They were introduced to new songs –Country roads, and Happy Wanderers.



Learning and Teaching- Month Review

Hindi:

Students were introduced to 'द,ध और न' akshar through pictures and revised the letters from 'k' varg ,ch' varg and 'T' varg.

Learners practiced identification, pronunciation, and formation of the letters 'द,ध न', क,च,और ट and त वर्ग .

Learners further enhanced their vocabulary by blending the letter sounds to form words and sentences.

French:

Students enhanced vocabulary with the letters N,O,P,Q and accent aigu, accent grave.

Telugu: Students were introduced to the letters Pa, pha, ba, bha, ma, letters through storytelling and finding objects. They had revision of previous taught letters ka varg, cha varg, Ta varg and tha varg letters. Revision of numbers and poems was done.

Spanish:

Learners were introduced to food vocabulary, definite and indefinite articles, and interrogative words



Learning and Teaching- Month Review



Students engaged during prior knowledge assessment with peers.

Learning and Teaching- Month Review



Students created different things using their imagination

Learning and Teaching- Month Review

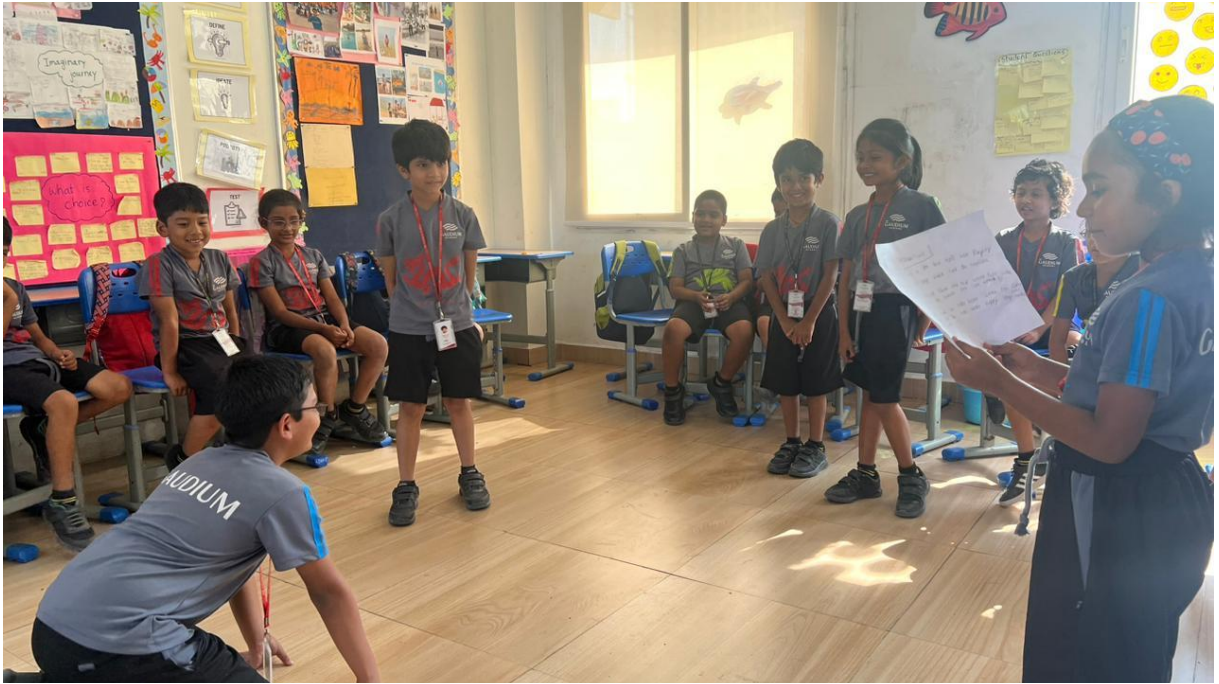


Learners using resources of their choice to create things.

Learning and Teaching- Month Review

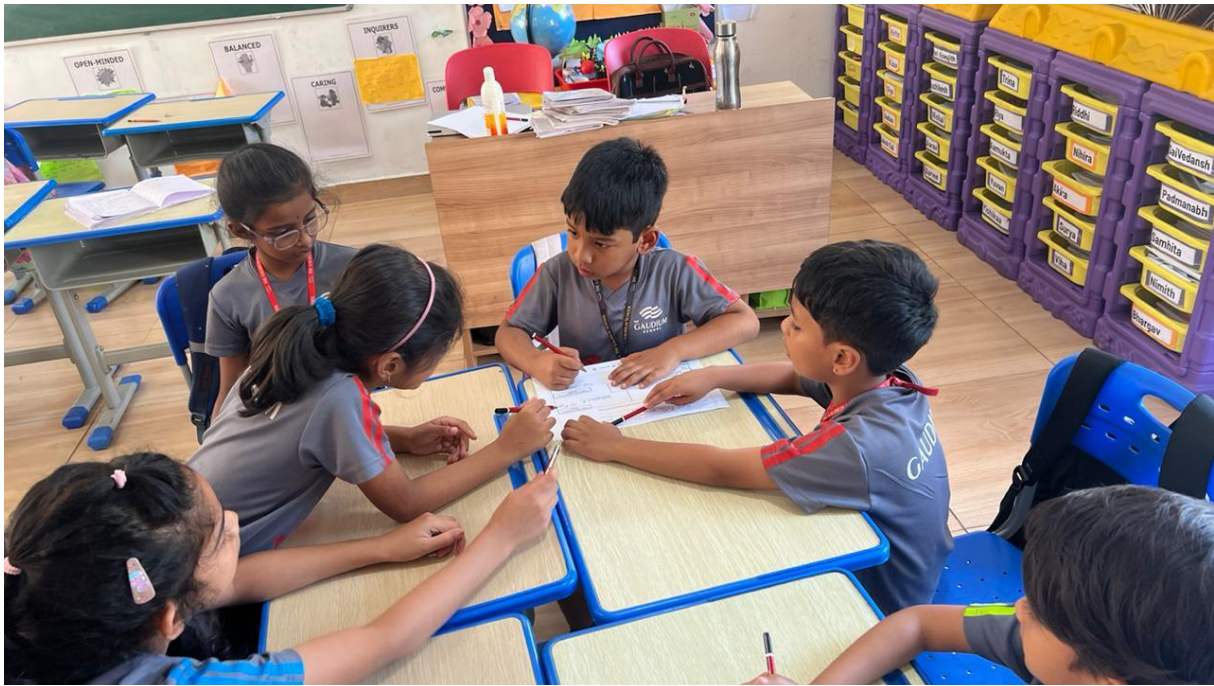


Learning and Teaching- Month Review



Learners presenting story to their peers.

Learning and Teaching- Month Review



Learning and Teaching- Month Review

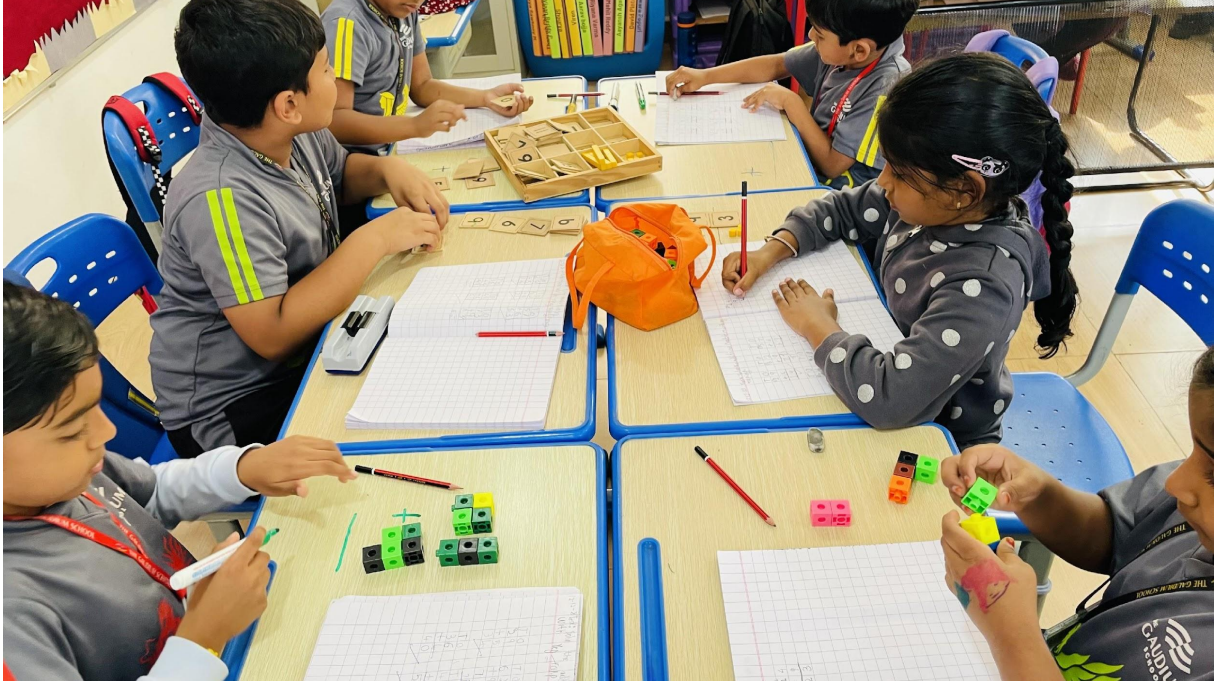


Students exploring the elements of the story.



Students exercising emotions during the Drama class.

Learning and Teaching- Month Review



Learners using manipulatives to solve problems.



Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Review



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

Unit of Inquiry:

Students will further inquire about role of imagination in innovation, will empathize on the problems and use design thinking process to solve the problem.

TD Language:

Students will continue writing stories and identify the elements in poetry as well as use imagination to create poems.

TD Math :

Students will solve problems with regrouping in addition and subtraction.



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 continue to explore arts by combining different types of artform. They will engage in basic paper folding, where they will fold paper in different ways to create craft work as demonstrated by the facilitator.

Music:

Students will sing arpeggios (Vocal exercises) with different tempo and different pitch

, revisit songs – Doe a deer, Una Paloma, Top of the world. Students will revisit the element of the music – Pitch. Students will continue learning the new songs – Country roads, and Happy Wanderers,

Drama:

Learners will continue to explore emotions. They will learn to express emotions using physical gestures, body movements and voice.

PE: Students will practice the following fundamental skills- variations of throws like overhead, side arm and roundarm throw.

Students will 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 :

Students will be learning articles and vocabulary with R,S,T

Spanish:

Learners will be introduced to gender, number and vocabulary.

Hindi:

Students will be further introduced to the letter from 'प' varg. They will discuss the need and importance of good habits.

Telugu:

In the month of January students will be introduced to Ya, ra, la,va,se,sha letters through flash cards, rhymes, storytelling. They will be taught written and oral recitation of Telugu numbers from 30 to 40.



Happenings Month Ahead

Events

Date

School Reopens

3rd January 2024

Sankranti Break

13th January 2024 – 16th January 2024

Republic Day Holiday

26th 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/>

