



# 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 PYP Coordinator's Desk

Dear Parents,

Wishing you all a very Happy New Year!

## **Empowering Young Minds: The Key to Lifelong Success**

At the heart of the PYP curriculum is the fundamental belief that students are not just recipients of knowledge but active agents and partners in their educational journey. This shift in perspective sets the stage for student agency—a concept rooted in the cultivation of a robust sense of identity and self-efficacy. Self-efficacy, the individual belief in the capacity to act effectively, becomes the driving force behind achieving specific goals.

PYP students with agency embody qualities of initiative and a profound sense of responsibility. These young minds take ownership of their learning goals, charting their own paths to success. The commitment to nurturing student agency at The Gaudium School is evident through various strategies designed to empower students.

### **Establishing a Respectful and Welcoming Culture:**

Essential agreements, designed collaboratively, foster an emotionally safe and respectful environment within our classrooms.

**Setting up Learning Spaces:** Actively involving students in the design of their learning spaces is a proactive measure. This not only fosters a sense of ownership but also enhances awareness of the resources required for accelerated learning.

**Making Decisions About Learning:** Empowering students to play an active role in co-constructing success criteria for assessments and choosing appropriate tools for self-designed assessments instills a sense of control over their learning journey.



**Voicing Opinions with Facts:** An integral aspect of becoming self-directed learners is the ability to articulate opinions with supporting facts. This practice enhances critical thinking and become independent learners

**Providing Critical Feedback:** A culture of feedback is nurtured among students, allowing them not only to receive constructive feedback at the same time, also to provide forward-looking guidance to their peers. This collaborative environment promotes lifelong learning.

**Reflecting on Learning Goals:** Reflection is key in the learning process, This practice equips students with insights needed to strategize and achieve their goals.





# Message from the PYP Coordinator's Desk

## Ways to nurture 'Student Agency' at home:

**Set Goals :** Encouraging children to set academic or personal goals fosters awareness and self-management skills. Setting clear steps to work towards these goals, such as dedicating 15 minutes a day to reading for improved reading skills.

**Reflect and Revise:** Regularly checking in on a child's progress towards their goals instills ownership and provides opportunities for lifelong learning.

**Passion Projects:** A passion project can be on anything a student is interested in. Maybe they want to learn to cook, paint or learn a sport e.g., football. Giving children opportunity to choose their own project helps them set goals and take ownership of their own learning

**Ask for Opinions:** Involving children in decision-making processes, such as choosing movies or holiday destinations, contributes to their sense of agency and autonomy.

**Allow Decision-Making:** Providing children, the opportunity to make decisions wherever possible, like choosing their attire for a friend's birthday party, nurtures independence and decision-making skills.

I conclude by emphasizing the transformative impact of agentic learning within a supportive learning community. Students who embrace agency develop critical and creative thinking skills, perseverance, independence, and confidence. This holistic approach to education shapes students into global citizens who make thoughtful considerations and decisions, prioritizing relationships, dialogue, and respect for one another.

In essence, the journey towards nurturing student agency is a collaborative endeavor between educators and parents. By empowering students to become active architects of their learning journey, we equip them not only with academic excellence but also with the mindset and skills needed to thrive in an ever-evolving world. As the torchbearers of education, let us continue to inspire and guide the next generation towards a future of limitless possibilities.

Source: [https://resources.ibo.org/pyp/works/pyp\\_11162-51463?root=1.6.2.2.5.3](https://resources.ibo.org/pyp/works/pyp_11162-51463?root=1.6.2.2.5.3)

Happy learning and teaching

Warm regards,

Meera Chhabria

Primary Years Programme Coordinator



# School Philosophy – 5 Developmental Pillars

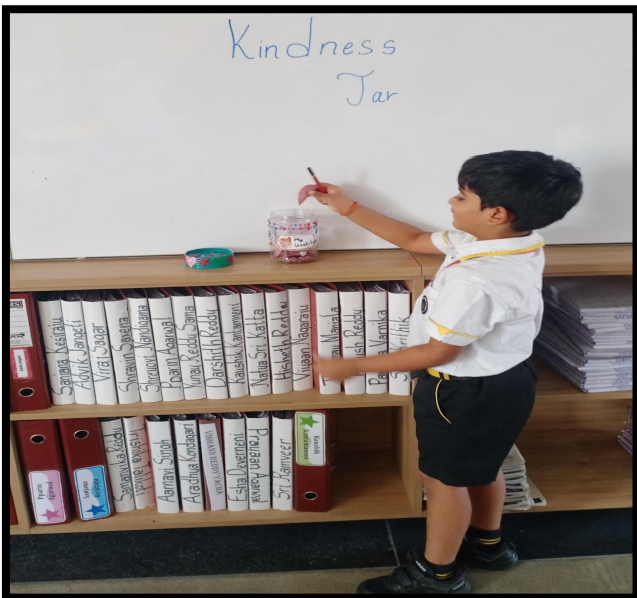
## Mindfulness and Well-being

Students have been practicing mindfulness everyday. They enjoyed engaging themselves in mindfulness exercises like five-finger starfish meditation, hissing breathing, bunny breathing, balancing self, heartbeat exercise, mindful listening, and self-awareness by choosing one positive trait and visualizing themselves as a person who has this trait and in mindful thinking by visualizing being kind to someone, etc. Students were engaged in deep relaxation/body scan, where they were scanning their body parts by following the instructions.



## Core Values

In December, students actively embraced the value of gratitude by fostering self-appreciation through positive affirmations and sharing positive qualities in circle time. Additionally, they extended this practice to peers, expressing compliments, and showed appreciation to family and friends. Students engaged in meaningful discussions about how these gratitude practices has impacted them and the people around them.



# School Philosophy – 5 Developmental Pillars

## Holistic Excellence

As a part of holistic excellence, students continued reading Oxford Reading Tree books in the homerooms and shared their reflections. During the life skills session, students watched videos on first aid and how to take care of themselves and others during cuts, bruises and insect bites.



## Global Leadership

Students continued taking ownership of their learning based on their learning goals. They started working on their areas of improvement which helped them to self-adjust to meet their learning requirements and move towards being self-regulated learners. They reflected on their goals of term 1 and set new goals for term 2.



# School Philosophy – 5 Developmental Pillars

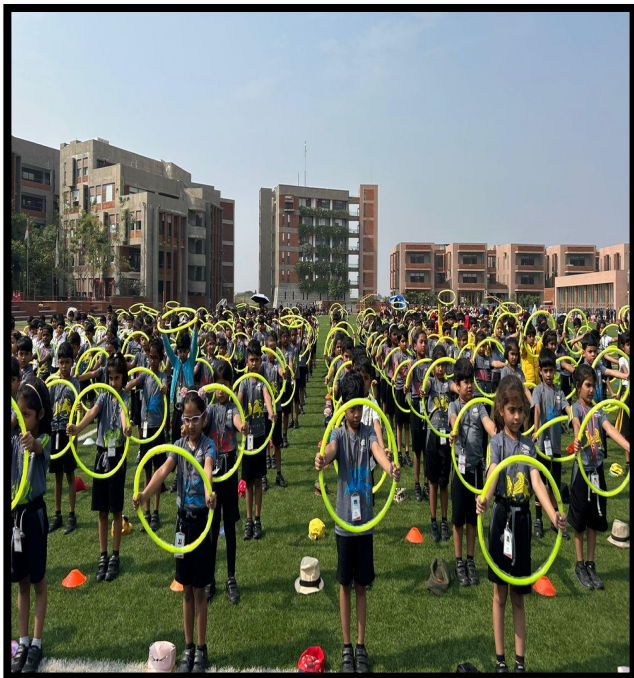
## Stakeholder Engagement

The echoes of cheers and the spirit of sportsmanship still linger as we bask in the success of our spectacular Annual Sports Day. The event was a triumphant showcase of talent, dedication, and the unwavering team spirit that defines our school community.



The school flag was hoisted with pride, officially inaugurating a day filled with thrilling competitions and memorable moments.

From the track to the field, our students exhibited exceptional skills and determination in a variety of events. The sprints were a blur of speed, the relay races a testament to teamwork, and the long jumps reaching new heights.



# 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 – This Month

## 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 people demonstrate and enjoy imagination.
- Role of imagination in innovation.
- Problem solving using imagination.

### Key Concepts

Function, Connection, Perspective

### IB Learner Profile Attributes

Thinkers, Risk-takers, Communicators, Reflective

## Unit of Inquiry

Students continued to inquire about imagination under the transdisciplinary theme- “How we express ourselves”.

They explored the similarities and differences between invention and innovation. They found out how imagination helps us in our day to day lives and ways people demonstrate their imagination.

Students explored how imagination has played an integral role in innovation. They looked at the invention of various products and services around us and how it has changed over time to meet the growing or changing needs of people. They then connected with the role of imagination in innovation.

# Learning and Teaching – This Month

## Transdisciplinary Language

Students made transdisciplinary connections to stories and poems while sharing how we can express ourselves.

Students were introduced to the elements of stories and poems. They were further introduced to different types of books during the read aloud sessions.

Students connected poems to rhyming poems and identified the rhyming words in the poems. They were also involved in predicting the likely outcomes for the scenarios and used their imagination, critical and creative thinking to predict what will happen next.

## Transdisciplinary Math

In transdisciplinary Math, students created timelines while finding out about invention and innovation of various products and services. They created timelines of various inventions and understood how many trials it took to have the final product. Students then connected with their personal timeline and sequenced the various events in their life.

Students engaged in problem solving and solved problems in addition and subtraction with regrouping.



# Learning and Teaching – This Month

## Hindi

Students identified the first sounds of the vyanjan letters for the given pictures. Student practiced two letter and three words. They also revised poems related to swar matra.

## Spanish

This month students learned animal names, new vocabularies and songs related to Christmas.

## French

Students learnt the vocabulary related to Christmas as a part of cultural connection.

## Telugu

Students revised letter with learning saral words of a, aa, i, ii. They also recited anapa, atta, ituka rhyme.

## PE

Students engaged in Athletics events like 60M, 100M, 200M and standing broad jump as well as drill practice.

## Drama

Students chose different emotions which they had not performed and shared how they showed them through their activities and expressions.

## Music

Students learnt basic solfege in Indian and western ways with hand sign. They learnt to sing songs of different genres - Don't worry Be happy. Students also learnt Christmas carols - Feliz Navidad.

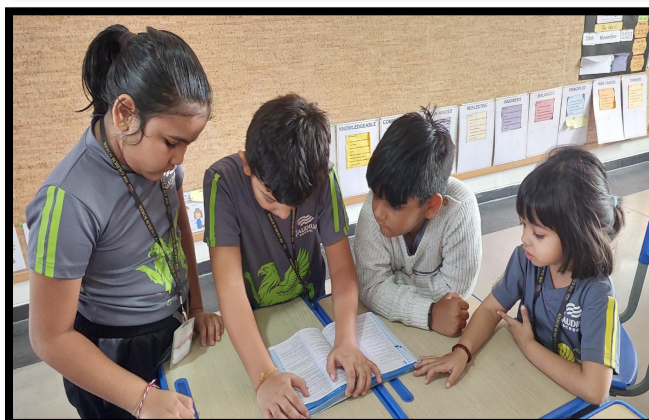
## Art

In December, students inquired and explored printing techniques using objects around them to understand these art forms. They experimented with and experienced printmaking art through various learning engagements.



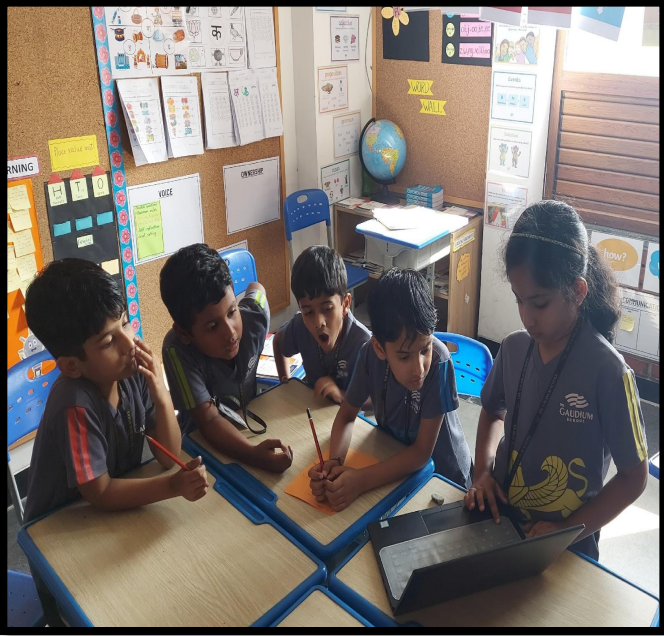
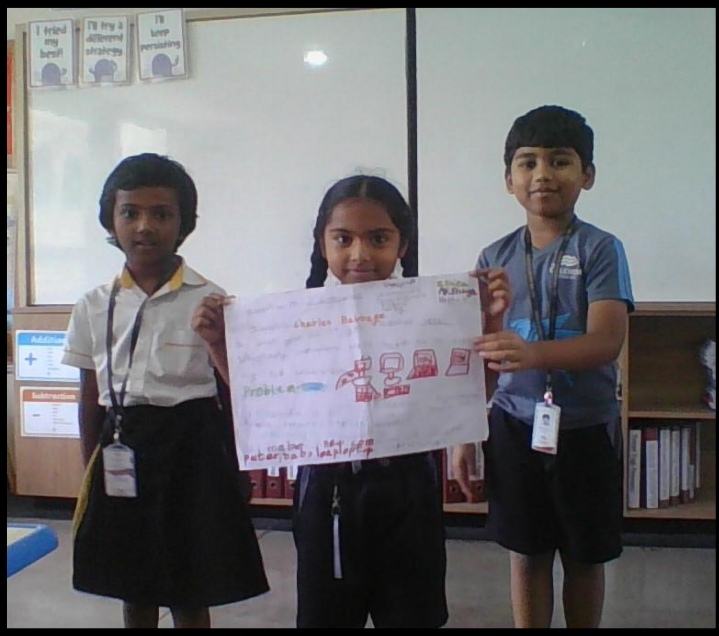


# Learning and Teaching - This Month



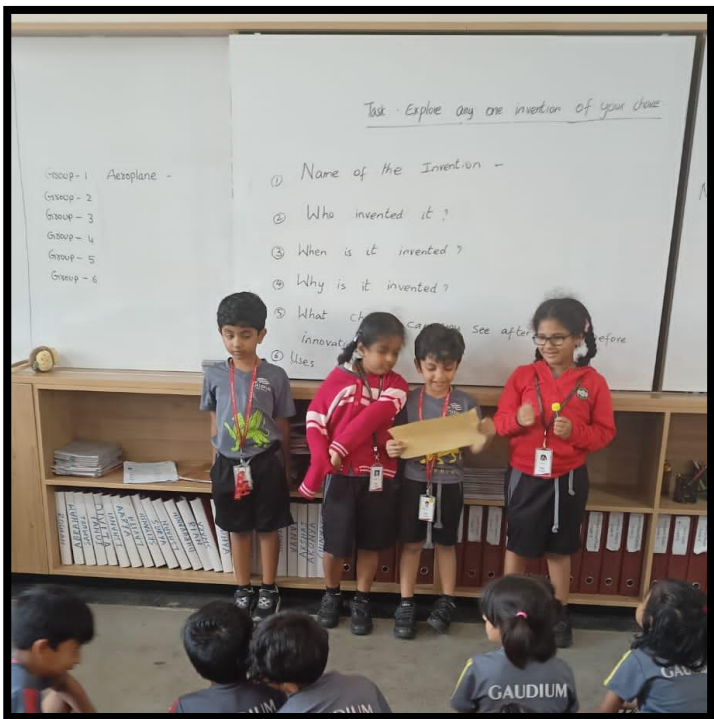


# Learning and Teaching - This Month



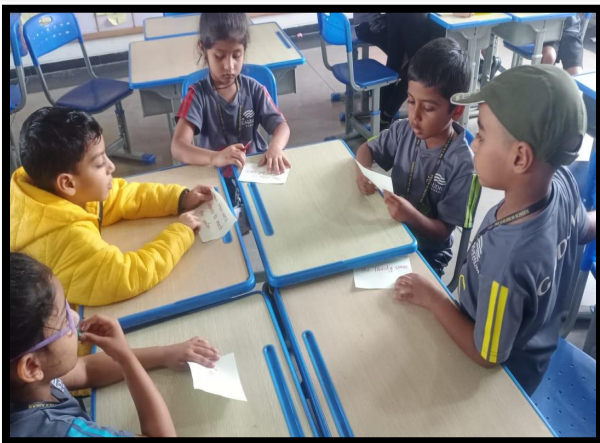


# Learning and Teaching - This Month





# Learning and Teaching - This Month



# 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 people demonstrate and enjoy imagination.
- Role of imagination in innovation.
- Problem solving using imagination.

### **Key Concepts**

Function, Connection, Perspective

### **IB Learner Profile Attributes**

Thinkers, Risk-takers, Communicators,  
Reflective

## **Unit of Inquiry**

Students will continue looking at innovation of various products and services around them. They will connect with how imagination helps in problem solving.

Students will identify design thinking process as an integral part of problem solving. They will be introduced to the five steps of design thinking process – empathise, define, ideate, prototype and test.

Students will empathize with the problems around them which is a key aspect of design thinking. They will collect the data related to the problems identified through surveys and research. Students will involve in the root cause analysis using five whys.



# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will make connections with cause and effect and fact and opinion during the design thinking process. They will continue with spell check assessments and ORT reading.

## **Transdisciplinary Math**

Students will be engaged in problem solving and solve problems using different mathematical operations. They will continue to have reinforcements of mental Math concepts during their home room classes.

## **French**

In the month of January, students will learn names of vegetables and will understand the importance as well as uses of articles in the target language.

## **Telugu**

Students will revise the letters of the alphabet by learning saral / simple words.

## **Hindi**

Student will read and write two letter and three words blending the letters they have learnt.

## **Spanish**

Students will learn and explore names of various vegetables and fruits in Spanish.

## **PE**

Students will inquire about rolling. They will learn about forward roll and log roll with its variations.



# Learning and Teaching – Month Ahead

## **Drama**

Students will watch a theatre show performed by their peers. They will analyze and imitate sounds and actions from the video. Students will identify the sounds and connect them to emotions.

## **Visual Art**

Students will inquire and explore paper folding. They will engage in basic paper folding, where they fold paper in different ways to create craft work as demonstrated by the facilitator.

## **Music**

Students will learn different styles of songs in different types of genres – Pop and Rock. They will learn to identify the sound by listening and by using visual aids.

# Happenings Month Ahead

Events	Date
School Reopens	3 <sup>rd</sup> January 2024
Sankranti Break	13 <sup>th</sup> January 2024 – 16 <sup>th</sup> January 2024
Republic Day Holiday	26 <sup>th</sup> January 2024

**Our website:**

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

**Events link:**

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

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