



# P R I S M

Grade 2  
December

# 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 practice mindfulness everyday. The various mindfulness exercises they engaged in were Five - Finger Starfish Meditation, Heartbeat exercise, Mindful listening, Hissing Breath, Bunny Breath, Act of kindness, helping others- Peers, Deep Relaxation/Body Scan, Visualize being kind to someone.



Learners shared their views about acting mindfully and reflected on how their actions or words may impact others. They were made aware of the techniques to calm the mind and body which helps them reduce stress and increase their ability to stay engaged, stay on track academically and improve their wellbeing.

# School Philosophy- 5 Developmental Pillars

## Core values

As part of core values, learners have been discussing and practicing "Gratitude". They understood gratitude is the way of "appreciation" and "acknowledgement". They discussed the ways of showing gratitude to their parents, friends and community. Learners' reflected on their practices to develop this value and shared real-life examples of where they have displayed gratitude.



## Holistic Excellence

Learners made connections with attributes of learner profile during inquiry. They were also 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 revisiting table manners and importance of cutlery session as part of their life skills.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

A few momentous events were conducted to promote the stakeholder engagement such as the Christmas celebrations, and Annual sports day where learners participated in march past, drill and athletic events. They put up an excellent show which was witnessed by their parents.



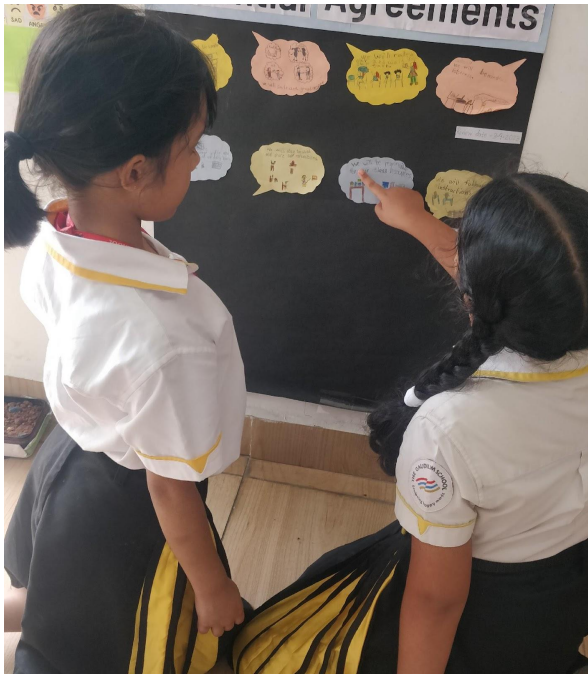
Christmas was celebrated in school on 20<sup>th</sup> December, where learners sang the Christmas carols and shared information about the importance of Christmas celebrations with everyone.

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, learners 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 criteria.

# 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:

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

## Unit of Inquiry:

Under the Transdisciplinary Theme “How we express ourselves” learners inquired about the meaning of celebration, tradition, beliefs, and values. They connected to the word, ‘celebration’ by using pictures, videos and stories.

Learners discussed - what they celebrate and listed all the celebrations that they have been a part of, or heard about . They also shared how they celebrate and the reasons for the same. Learners further sorted the celebrations as local, global, national, regional, and international.



# Learning and Teaching- Month Review

## **Transdisciplinary Math:**

Learners explored the concepts of the calendar, human graph, sorting, and measurements. They interpreted data using human graphs. They sorted numbers, shapes, colours, etc. while sorting different celebrations. Learners explored calendar while discussing the dates of different celebrations like the New year, Birthday, Diwali, Independence day etc. Learners also had reinforcement of skip counting, addition, subtraction, multiplication, division, elapsed time, etc. during various learning engagements on mental Math.

## **Transdisciplinary Language:**

Learners made transdisciplinary connections with adjectives, picture composition, articles, letter writing, recipe writing, and descriptive writing.

They reflected on their understanding of picture composition by describing the given picture depicting celebrations. They reflected by writing the steps involved in the process. Learners have tried to connect their learning and implement it with day-to-day life.

## **Dance**

Learners engaged in different hands and leg movements and explored freestyle dance.

## **Drama**

Learners inquired about and understood sequencing in a text. They explored the sequence of events in a story.



# Learning and Teaching- Month Review

## PE

In this month learners engaged through the following: -  
-a discussion on different types of throwing events and skills.

## Hindi

Learners were introduced to the matra ऋ, ए, ऐ, and also learnt how to write the words by using the matra. They explored the meaning of the words. They revisited 'vyanjan'. Learners wrote the matra ऋ, ए, ऐ words and framed sentences using them. They learnt poem related to ऋ, ए, ऐ matra.

## Telugu

Learners explored 'Ta' to 'ma' vattulu through flash cards, images from textbook and poem recitation. They learned antonyms and gender in Telugu.

## Spanish

Learners were introduced to Pronouns, verbs, nationalities, and number names 45- 50

## French

Learners explored nationalities and genders.

## Art

Learners were introduced to the artwork from the ancient times, cave art, to understand the changes in the art with the time. They were shown pictures of cave art from local and global. Learners shared their observations and wonderings and inquired into wonderings. Learners shared the features and elements of the cave art. They created an artwork from the current real-life situation using the elements of cave art.

# Learning and Teaching- Month Review

They were also introduced to Warli art. They identified the features of Warli painting. They differentiated Cave art and Warli art.

## Music

Learners revisited 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 practiced new songs 'Top of the world', 'Happy wanderers', 'Ho raat ka taara' with the teacher.





# Learning and Teaching- Month Review



UOI- Learning to use Dictionary to find meanings of words

TD Math- Learners were engaged in map pointing and finding elapsed time.

TD Language- Exploring about the types of poem.



# Learning and Teaching- Month Review



Drama- Learnt to arrange the events of the story in a sequence.  
Music- Practiced vocal exercises in different pitch and rhythm.  
TD Math- Learners were engaged in exploring about money.



# Learning and Teaching- Month Review



UOI- Learners were engaged in discussion about different celebrations and the reasons for the celebration.

TD Language- Learners were engaged in recipe writing for their selected recipe.

PE- Learners had a discussion on different types of throwing events and skills.





# Learning and Teaching- Month Review



Library - Reading a story and reflecting.

Hindi- Introduced to the matras ऋ, ए, ऐ

Spanish- Introduced to pronouns, verbs, nationalities, and number names 45-50.



# 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

## Unit of Inquiry:

Under the Transdisciplinary Theme “How we express ourselves” learners will continue to inquire about celebrations and the reasons for the celebrations. They will sort the 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 continue to explore the concepts of the calendar, human graph, sorting, and measurements. They will interpret data using human graphs..



# Learning and Teaching- Month Ahead

Learners will inquire and observe the dates of different celebrations like the New year, Birthday, Diwali, Independence day etc using calendar. They will further explore measurement while understanding recipe writing process.

## **Transdisciplinary Language:**

Learners 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. Learners will reflect on their understanding of picture composition by describing the given picture depicting celebrations.

## **Hindi**

Learners will be introduced to the matra ओ,औ,अं and अः also learn how to write the words formation and framing sentences by using these matra. They will also write the meaning of the words.

## **Telugu**

Learners will be taught 'ya', to 'ra' vathulu through flash cards and poem recitation. They will also practice forming simple sentences and peer to peer questioning on the learnt topics. Learners will be introduced to compound words.

## **Spanish**

Learners will be introduced to simple Spanish expressions and vocabulary.





# Learning and Teaching- Month Ahead

## **French**

Learners will be learning adjectives.

## **Dance**

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

## **Drama**

Learners will learn to sequence the text through various learning engagements.

## **Art**

Learners will continue to explore changes in art from the ancient times. They will be introduced to the Madhubani art. Learners will share the characteristics of Madhubani art and will create an artwork using the same characteristics .

## **Music**

Learners will revisit songs (Una paloma, Wonderful World, Hello Bonjour), 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', 'carols' with the teacher.

## **PE**

Learners will be engaged through the following: -

- explore shifting, toss and catching) and they will be having a discussion on it.
- explore basic ball feeling exercise in basketball.



# Happenings Month Ahead

## Events

School Reopens

Sankranti Break

Republic Day Holiday

## Date

3<sup>rd</sup> January 2024

13<sup>th</sup> January 2024 – 16<sup>th</sup> January 2024

26<sup>th</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/>

