



# P R I S M

Grade PP2  
February 2024

# Message from the Head of School – IB PYP

Dear parents,

Greetings!

I overheard a father read this story to his daughter, while I was waiting to board a flight back home from Bengaluru. This story moved me so much that I went online to find it and read again.

One day a little girl came home from school upset because she had lost her number one spot on her chess team. Knowing how important chess was to his daughter, her father asked her what was wrong. The little girl explained that she had worked so hard to get this spot on the team, but now an older boy from a different school had taken her place. Hearing this, her father had an idea to tell her two stories.

First, he explained there was once a young boy at a beautiful beach scooping sand with a plastic shovel. While his other friends were playing, the little boy spent his day creating a sandcastle that included a moat, a popsicle stick bridge, and even walls. After working on his dream sandcastle all day, a large wave approached and destroyed his hard work. But instead of getting mad, the boy decided to try to make another sandcastle, but this time, make it stronger.



Then there was a businessman who lived and worked in a big and noisy city. He was always busy shuffling his papers into stacks, speaking on the phone, delegating tasks, and typing away on the computer. He was successful and regularly gained large profits from his business. Just like the little boy, the businessman spent his life building his kingdom. Both were resourceful in formulating plans, diligent with their work, and determined in their tasks.



# Message from the Head of School – IB PYP

The boy always knew there was a chance that the tide could come. He continuously planned how to do things better and prepare for the wave. The boy knew that the tide was out of his control and he couldn't do anything about it, but he could control how he reacted to the situation. On the other hand, the businessman spent his time fighting the tides and waves for many years. When work became too overwhelming, the man felt defeated and his business crumbled, just like the sandcastle being washed away.

After telling the story of these two people to his daughter, the father asked her which one she preferred. His daughter replied that she wanted to be like the little boy. She wanted to keep practicing chess and perfecting her skills, even though she felt knocked down. She never gave up and continued to believe that she could control her reactions to hardships.

**(Acknowledgement- <https://www.developgoodhabits.com/perseverance-stories-cm1/>)**

Perseverance is continuing toward a goal no matter what, while resilience is the ability to bounce back from challenges. We need resilience to persevere. Perseverance encourages flexibility. Perseverant people are innovative. They think outside the box in pursuit of their goals. They're willing to admit when an idea isn't working and they'll try something new. This adaptability benefits their life and makes them more resilient.

Perseverance empowers students to confront academic challenges. It encourages them to seek help when needed, study diligently and persist even when they face new concepts. The students who persevere maintain a steady work ethic, avoid procrastination and stay motivated, ensuring that they are always moving forward in their learning. It is also the driving force behind sustained effort and the pursuit of excellence.

Perseverance is our core value that propels students to overcome obstacles, achieve excellence and develop valuable life skills. We appreciate your continued support and thank you for being a part of our community. Together, we will continue to make a positive impact, and look forward to creating leaders of tomorrow.

Warm regards,

Anjalika Sharma

Head of School-IB PYP



# Message from the PYP Coordinator's Desk

Dear Parent

Greetings from the Gaudium!

International Baccalaureate places a strong emphasis on promoting intercultural understanding and respect by encouraging students to acquire proficiency in multiple languages. Numerous studies consistently highlight the cognitive benefits of language acquisition emphasizing its role in nurturing creativity, facilitating effective collaboration, and enabling students to tackle intricate problems with confidence.

Extensive research has underscored the myriad cognitive and academic advantages associated with bilingual or multilingual education, particularly when initiated from an early age. Children exposed to multiple languages often demonstrate enhanced memory, problem-solving abilities, and concentration levels compared to their monolingual peers. Their brains exhibit heightened executive functioning, allowing for seamless task-switching and more efficient information processing. Moreover, the study of additional languages cultivates cultural empathy and a broader appreciation for diverse perspectives. It provides students with invaluable insights into different worldviews and unique modes of expression shaped by language



In today's increasingly interconnected global landscape, proficiency across multiple cultures is becoming indispensable for success in the workplace.

While technological advancements continue to shape our world and promote the acquisition of languages understood by machines, it is disheartening to witness the decline of languages and waning appreciation for one's home language, however I find hope in initiatives like the Mother Language Day celebration,



# Message from the PYP Coordinator's Desk

Where I had the privilege of engaging with a group of grade 5 students debating on the preservation of languages.

It is imperative for us to collectively embrace a paradigm shift and take responsibility for safeguarding our languages. Here are some practical ways to nurture multilingualism at home.

1. Communicate with your children in home language.
  2. Encourage children to read hoardings, sign boards while on the road.
  3. Plan family trips to introduce children to diverse linguistic environment.
  4. Show interest in the languages children are learning in the school and if possible, learn from them.
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1. Participate in language-related events such as poetry readings, book discussions, book launches, and visits to public libraries.
  2. Watch appropriate TV shows and movies in local language with subtitles.

Actively fostering multilingualism at home, we can contribute to the preservation and celebration of linguistic diversity for generations to come.

Acknowledgement: [https://resources.ibo.org/pyp/works/pyp\\_1116251465?root=1.6.2.14.9&lang=en&odd=ibo.odd&view=div](https://resources.ibo.org/pyp/works/pyp_1116251465?root=1.6.2.14.9&lang=en&odd=ibo.odd&view=div)

<https://blogs.ibo.org/sharingpyp/2015/02/24/culture-of-multilingualism/>

<https://www.linkedin.com/pulse/4-benefits-multilingualism-education-dr-jinal-joshi/>

Warm Regards

Meera Chhabria

Primary Years Programme coordinator





# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers engaged in mindfulness exercises every day. They practiced mindfulness activities like balloon breathing, rock a-bye breathing, dinosaur breathing, shark fin breathing, etc. They developed mindful techniques through deep relaxation and body scan, squirrel pose, muscle scrunch and relaxing exercises, this helped them to have an understanding of how to be calm during stressful situations. Students discussed the importance of growth mindset and were engaged in different activities.

As a part of self-awareness, students shared their personal goal settings through goal setting forms, circle time discussions, etc. They were introduced to mandala art which helped them to relax and improve their concentration, self-esteem and focus.



Students inquired about what is considered to be a disagreement during the counsellor's conflict resolution sessions, which took place throughout the month. They discussed variety of conflict scenarios presented to them.

Students watched the tale of the Hare and the Tortoise, and were encouraged to draw a parallel between conflict and conflict resolution.

During the meetings, students were able to relate to the examples provided by the counsellor and their peers.

By the end of the theme, students had a better understanding of conflict and conflict resolution.



# School Philosophy – 5 Developmental Pillars

## Core Values

Core value 'perseverance' continued for this month as well and was inculcated through various ways. Learners discussed the importance of growth mindset and how we can train our mind to move away from fixed mindset. They did this by goal setting challenge and tongue twister challenge.



## Stakeholder Engagement

World read a loud story session was conducted by Ms. Zehra as part part of stakeholder engagement. Students enthusiastically participated in the story session.



# School Philosophy – 5 Developmental Pillars

## Global Leadership

Students are engaged in organizing and conducting weekly assemblies as a part of global leadership pillar. They continued to take ownership of their learning by sharing their reflections. Students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements.



## Holistic Excellence

Students celebrated International Mother Language Day on 21st February 2024 where they introduced themselves in their home and family language. They listened to a story/rhyme in their home language. They collected data of the languages they speak in their classroom and made a bar graph.

They had a virtual tour to Falaknuma palace and visited "shilparamam" a treasure of artefacts, to deepen their understanding of the unit of inquiry related to people's history.

As a part of holistic excellence, students are reading ORT books in the library and are making progress and improving their reading skills. They had a reinforcement of first aid and table manners in the life skills session.



# Professional Development

45 PYP teachers attended the IB PYP In-School category 2 workshop on "Local and Global Inquirers" in January 2024. They organized, planned and shared their learning with the entire team on Saturday, 3<sup>rd</sup> February 2024, wherein they presented their understanding of powerful inquiries, and how they facilitate inquiry in their context. The team further shared ways we can provide time for learners to wonder, explore, build, and revise theories, engage in research, and reflect on their learning.



Teachers discussed ways to nurture agentic learners, international mindedness, connected transdisciplinary and learning about language. They shared their perspectives regarding successful inquiries which generally lead to responsible student actions. Actions can lead to further inquiry.



The session ended with reflections where teachers shared their key takeaways from the workshop, how they would incorporate their learning in their classes, and plan the learning engagements to help students learn.

# Learning and Teaching – This Month

## **Unit of Inquiry: Transdisciplinary**

### **Theme:**

Where we are in Place and time

### **Central Idea:**

Interpretation of artifacts contributes to understanding of people's' personal histories.

### **Lines of inquiry**

- Analyzing artifact
- Creating artifact
- Reasons people keep or discard artifacts.

### **Key concepts:**

Form, Function, Causation

### **Related concepts:**

artifact, history, value

### **IB Learner Profile:**

Thinkers, Open-minded, Risk- takers, Reflective

## **Unit Of Inquiry**

Students tuned into the new unit of Inquiry under the theme '**Where we are in Place and time**'. As a part of provocation students came up with the words artifacts. Further they got an opportunity to unpack the word artifact as man made things.

Students sorted things as artifact and natural.

Students continued to explore more about artifact and its history to deepen their conceptual understanding. They analysed artifact and created one in school.

Students shared the reasons for keeping or discarding an artifact.



# Learning and Teaching – This Month

## **Transdisciplinary Language**

Students made transdisciplinary connection in language with opposite words and adjectives while inquiring about artifact. They practiced sight words and used blending technique to enhance their reading skills. Further students connected with tenses- Past , present, and future. They framed simple sentences using tenses which enhanced their writing skills. Students continued with the weekly spelling assessment.

## **Transdisciplinary Math**

In connection with the UOI, students connected to the concept of shapes- 2D and 3D. They further connected with Time line- a list of important events happening in their life . Students wrote their own timeline and shared the same with their friends in classroom.

Students reinforced place values, addition and subtraction word problems, odd and even numbers, expanded and standard form etc. during various learning engagements.

**ART:** Students continued with their inquiry into ways of demonstrating their imagination by exploring the types of art. They used different objects like vegetables, leaves to create artwork. Students moved to another form of art- Tear and paste. They inquired into various materials to be used to make a collage.





# Learning and Teaching - This Month

## **PE:**

Students explored different types of warm up exercises (Stretching exercises, Rotation exercises, Jumping exercises).

Students also learned about

- Overhead throw
- Underhand throw
- Bounce pass

## **Music**

Students are learning basic vocal fundamentals. They are learning to sing the Solfege (Indian and Western)..

Students had an introduction to rhythm and tempo. (Sweet beats rhythm with actions Songs). They are learning the songs- Three Little Birds, You are my sunshine, This little light. Students have learnt how to clap beats with visual aids.

## **Drama**

Students were asked to act out their favorite character. They shared the emotions and expressions that made their character unique, expressing both the character's emotions and facial expressions.



# 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:**

Sharing the planet

## **Central Idea:**

Children worldwide encounter a range of challenges, risks, and opportunities.

## **Lines of Inquiry:**

Challenges, risks, and opportunities children encounter.

Ways children respond to challenges, risks, and opportunities.  
Individuals and organizations that work to protect children from risk.

## **Key concepts:**

Connection, Perspective,  
Responsibility

## **Related concepts:**

Equality, Rights, Resilience, Health

## **Attributes of learner profile:**

Caring, Thinker, Principled

## **Unit of Inquiry:**

Students will start inquiring into ways they respond to challenges, risks and opportunities. They will share the meaning of the words- respond and react. Later they will discuss the word organization and watch different videos to know about organization that support children across the world.

They will make local to global connections to gather information about organizations and individual who work to support children across the world.

# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will be introduced to new words to enhance their vocabulary through High Frequency Words. They will write simple sentences using ‘a, an, and, the’ using articles. Further they will revisit the concept of adjectives (describing words) and challenges in different scenarios.

## **Transdisciplinary Math**

The students will learn about ascending and descending order, number names up to one hundred, numbers upto 500. They will revisit the concept of place value, problem solving techniques in addition and subtraction. They will be introduced to problem-solving while discussing challenges, risks, and opportunities.

**Art :** Students will learn other forms of art such as paper folding (Origami) and clay modeling. They will choose their favourite art form to express their creativity.





# Learning and Teaching – Month Ahead

**Drama:** Students will create and act a story with music, sound, characters, and expressions, They will work individually and in groups to understand the importance of stage presence and performance area .

## **PE :**

Students will have a discussion on hopping, as well as explore and understand different types of hopping. They will work on balancing on foot with straight leg, consecutive jumps with two legs baby roll, jump half turn, Cobra pose and bridge pose.

## **Music**

Students will be learning new songs with basic hand eye coordination.

Students will learn Instrumentation with basic minor instruments.

Students will be learning new tempo & rhythm Patterns with hand and

body movement .

Students will be learning how to identify instruments with the help of audio and visual Aid.

Students will be learning how to read rhythm patterns verbally with visual aids.



# Happenings Month Ahead

Events	Date
SLC	02 <sup>nd</sup> March 2024
Shivratri	08 <sup>th</sup> March 2024
Holi	25 <sup>th</sup> March 2024
Good Friday	29 <sup>th</sup> March 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/>

