



P R I S M

Grade 2
February

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. 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



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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-IBPYP



Message from the Academic Head's Desk

Dear Parents,

Greetings!

Our curious learners explored and observed the world around them through various learning engagements.

'Languages are the bedrock of our cultural heritage and identity'. We support the Mother Language and cultural development of all students as it helps in improving critical thinking skills. It also provides the child with a sense of belonging and helps them understand their roots.

International Mother Language Day was celebrated on 21st February to appreciate diversity and to instill pride and love for our mother tongue. Learners enjoyed listening to stories and rhymes in their mother tongue and felt delighted to communicate their feelings in their mother language.

As part of inquiry, a strong emphasis is placed on students' finding the required information and constructing their understanding which helps in the Holistic excellence in learning.

Our learners of Nursery grade went to a farmhouse in Mokila to observe the influence of the earth's natural cycles on living things. They made wonderful observations of the surroundings and



shared their reflection in class with their peers.

'Play' helps us to express our feelings, and ideas and to think creatively. Under the theme 'How we express ourselves our learners of PP1 went to Sim and Sam's play area to see the varied methods to make use of materials and objects to facilitate play

Learners of PP2 are busy inquiring about the artifacts and their contribution to understanding peoples' History. In connection with the unit, they went to the Salarjung Museum which helped them to further deepen their understanding



Message from the Academic Head's Desk

by observing different artifacts which included a collection of sculptures, paintings, carvings, textiles, manuscripts, ceramics, metallic artifacts, carpets, clocks, and furniture

Our learners of grade 1 wanted to explore more about the different ways in which living things adapt to environmental conditions and the learners of grade 2 about the impact of human-made choices on other living things under the theme 'Sharing the planet' and chose to explore further through a Field trip to "Nehru Zoological Park. They also got an opportunity to get a deeper understanding of the unit through a guest talk by Mr. Jayottam Ganguly, parent of a grade 1 student who has worked in the Sundarbans in West Bengal. They were made aware of the mangroves and different habitats of different areas and how they adapt to different climatic conditions.

Learners are busy collating information and expanding their knowledge through various resources and learning engagements.

As we advance, we will be taking virtual orientation sessions for parents before starting a unit to give a brief understanding of the upcoming unit of inquiry thus giving an insight about the interdisciplinary subject connections that will be focused during the inquiry process.

We will continue to provide and support purposeful learning through opportunities for developing resilience and perseverance for building a growth mindset and instilling a sense of ownership in our students with continuous collaboration. We value your cooperation, support, and trust towards this.

Sandhya Ramesh

Academic Head



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Learners and teachers have been practicing mindfulness every day. These exercises provide excellent opportunities for the learners to learn more about themselves. The various mindfulness exercises students were engaged in were Mandala Art , Squirrel Pose, Dinosaur breathing , Shark Fin Breathing, personal goal setting.



Learners shared their views on acting mindfully and reflected on how their actions or words may impact others. It helped learners to increase their ability to stay engaged, focused academically and improve their overall well-being. Learners had group awareness sessions by the school counselor on understanding the importance of Perseverance through stories.

School Philosophy- 5 Developmental Pillars

Core values

As part of core values, teachers and learners discussed about the meaning of "Perseverance". It was inculcated through various ways. Learners reflected about the ways they can be perseverant. They were engaged in reading stories related to Perseverance and shared real-life examples. Learners also shared about their understanding of the core value, 'Perseverance', during the school assemblies.



Stakeholder engagement

Various events were organized to promote stakeholder engagement such as World Read Aloud Day, International Mother Language Day. Learners presented an assembly and shared their learning with their peers.



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 and continued their journey with the ORT (Oxford Reading Tree) program, learners read ORT books based on their readiness level for reading. They regularly reflected on their strengths and weaknesses discussing ways to improve upon them.



As a part of life skills, learners were engaged in discussing about the importance of hygiene and table manners. Learners visited "Nehru Zoological Park" - to extend their understanding of the current unit under the theme "Sharing the planet". They also had an insightful and informative guest lecture by one of the parents of our school about the different habitats and adaptations in plants and animals



School Philosophy- 5 Developmental Pillars

Global Leadership:

As part of the global leadership, the learners continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements. They participated in organizing and presenting the weekly assemblies.



Learners 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.

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, 3rd 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, and connected transdisciplinary 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- Month Review

Unit of Inquiry:

Transdisciplinary Theme:
Sharing the planet

Central idea:

Interacting with natural habitats humans make choices that have an impact on other living things.

Lines of inquiry

- Natural habitat and its inhabitants
- Ways living things respond to changing environmental conditions
- Human impact on natural habitat

Key concepts:

causation, change, responsibility

Related concepts:

diversity, Interdependence, behavioral adaptations

IB Learner profile

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry:

Under the Transdisciplinary theme “Sharing the planet” learners continued to inquire about the human impact on natural habitats. They explored how living things respond to changing environmental conditions. Learners discussed about how various animals and plants adapt to survive in changing conditions. They further inquired about the impact of various human activities on natural habitats.

Transdisciplinary Math:

Learners continued practicing divisions, patterns, and lines of symmetry. They revisited the other number operations, statement, and word problems through various learning engagements.

Transdisciplinary Language:

Learners continued exploring the importance of paragraph writing. They revisited the usage of conjunction, descriptive writing, gender nouns, adjectives, verbs, and adverbs.



Learning and Teaching- Month Review

Hindi

Learners were introduced to opposite words using a story. They reinforced matras and framed sentences independently. They recited poems and did picture talks. They explored the usage of Question words (When, Why, How, Where, What) and shared examples of sentences using the question words.

Spanish

Learners were introduced to adjectives, gender, and number, verbs -ser and vocabulary related to parts of the body and ordinal numbers.

Telugu

Learners explored synonyms and singular plural of the words. They learnt Sri Krishna and ma bujji poems. They reinforced 1-15 numbers. Learners framed simple sentences in Telugu using plural words.

French

Learners learned être verb conjugation, parts of the body, and professions.

Drama

Learners learned to identify the sequence in a text and practiced characterization.

Dance

Learners explored free-style dance, coordination, different patterns of hand and leg movements, uses of props and formation.

Art

The learners inquired about art across cultures, places, and times by exploring the Warli art and Madhubani art. They were shown the artworks related to Warli art and Madhubani art to observe and identify the features of the artworks.



Learning and Teaching- Month Review

Learners made connections with the principles of art, and balance. They have explored the pattern, symmetrical balance, and radial balance through mask making and Mandala art.

PE

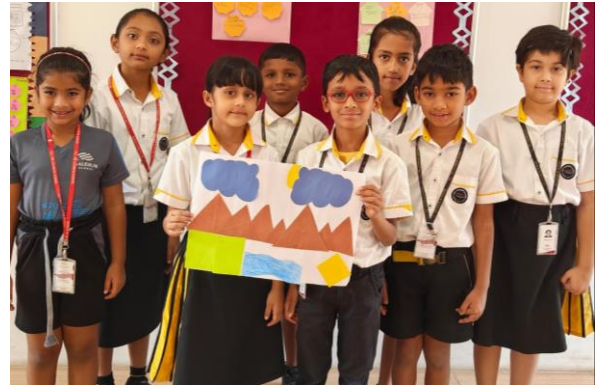
Learners explored and practiced chest passes, bounce passes and overhead passes in basketball.

Music

Learners revisited songs 'Una Paloma', 'Wonderful World', and Hello Bonjour', with beats (2 beats – 4 beats), and practiced vocal exercises(arpeggios) in different pitches and rhythms. Learners were Introduced to folk songs, patriotic songs, and different language songs with the teacher.



Learning and Teaching- Month Review



UOI- Learners reflected on what they would like to learn further about habitat.

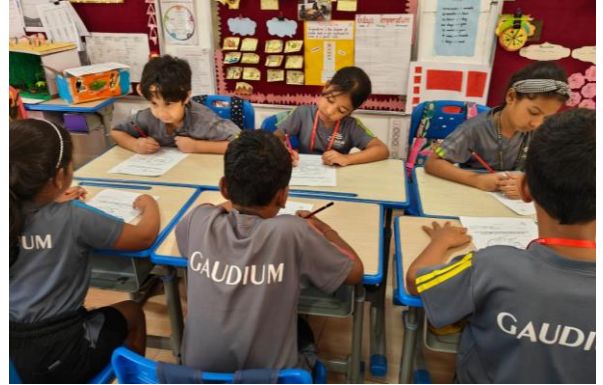
TD Math - Learners were engaged in making the lines of symmetry for the given shape.

Learning and Teaching- Month Review



Hindi- Learners were introduced to opposite words through the story.
Telugu- Learners explored synonyms and singular plural of the words.
French- Learners were introduced to parts of the body.
Spanish- Learners were introduced to adjectives.

Learning and Teaching- Month Review



UOI- Learners were engaged in researching about their chosen habitats.

TD Math- Learners practicing the concept of fractions.

Library- Learners were engaged in reflecting and sharing their perspective on the story they heard during the Library session.



Learning and Teaching- Month Review



Dance- Learners explored freestyle dance and coordination.

Music- Learners revisited songs 'Una Paloma' and 'Wonderful World'.

Drama- Learners learned to identify the sequence in a text.

Art- Learners inquired about the Warli art and Madhubani art.



Learning and Teaching- Month Review



Field trip to Nehru Zoological Park.

Learning and Teaching- Month Review



International Mother Language Day



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

Sharing the planet

Central idea:

Interacting with natural habitats humans make choices that have an impact on other living things.

Lines of inquiry

- Natural habitat and its inhabitants
- Ways living things respond to changing environmental conditions
- Human impact on natural habitat

Key concepts:

causation, change, responsibility

Related concepts:

diversity, Interdependence, behavioral adaptations

IB Learner profile

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry:

Under the Transdisciplinary Theme “Sharing the planet” learners will continue to inquire about the human impact on natural habitats. They will discuss the problems in the chosen habitat caused by human beings and deepen their understanding of solving problems using a design thinking process to find a sustainable solution for the problem they have encountered.

Transdisciplinary Math:

Learners will continue practicing line graphs, divisions, fractions, patterns, and lines of symmetry. They will also revisit the other number operations and word problems.

Transdisciplinary Language:

Learners will be engaged in paragraph writing and descriptive writing. They will explore the usage of adjectives, verbs, and adverbs during the writing process.

Learning and Teaching- Month Ahead

Drama

Learners will inquire about the importance of stage presence and performance area through various learning engagements.

Dance

Learners will continue to explore the different elements of dance like speed, energy, and body movements. They will discuss the usage of emotion in body movements. They will be engaged in discussions about Jazz freestyle body movements.

Art

Learners will continue to explore different symbols used in India. They will be introduced to the artist Bronwyn Bancroft's aboriginal art style.

PE

- Learners will discuss the rules and regulations of basketball.
- Learners will explore and practice taping and rolling in football.
- Learners will explore and practice dribbling instep and outstep.

Music

Learners will revisit beats in the songs (2 beats – 4 beats) and practice vocal exercises (arpeggios) in different pitches and rhythms. Learners will revisit folk songs, patriotic songs, and different language songs with the teacher.



Learning and Teaching- Month Ahead

Hindi

Learners will reinforce matras. They will learn Synonyms and understand the usage of synonyms. They will explore the elements of the story through various learning engagements.

Spanish

Learners will be introduced to classroom commands and prepositions.

Telugu

Learners will be engaged in the revision of synonyms, antonyms, and compound words. They will be taught Ia to Ra vattulu through poem recitation and storytelling. They will be engaged in framing simple sentences, recitation of numbers 1 – 50 in Telugu

French

Students will be learning 'er' verb conjugation in the present tense and the introduction of family relations in French.

Happenings Month Ahead

Events	Date
PYP Student Led Conference:	2nd March
Shiv Ratri (Holiday)	8th March
Grade 2 Theatrical Evening	18th March
Holi (Holiday)	25th March
Good Friday(Holiday)	29th March

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/>

