



# P R I S M

Grade 1  
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 21<sup>st</sup> 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'. They chose to explore further through a Field trip to "Nehru Zoological Park. They 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

Students and teachers practiced mindfulness exercises every day. They practiced mindfulness exercises like Balloon Breathing, Deep relaxation, Body Scan, Mandala Art, Rock-A-Bye, Breathing, and Squirrel Pose understanding the benefits of the exercises.



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 and focused academically and improve their overall well-being. Learners had group awareness sessions with the school counselor on understanding the importance of Perseverance through stories.



# School Philosophy- 5 Developmental Pillars

## Global Leadership:

Students conducted weekly assemblies. They continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements. Students shared their short-term and long-term goals during the discussion of personal goal setting.



## Core values:

The core value for the month 'perseverance', was inculcated through various engagements. Students discussed the meaning of perseverance as a group and redefined it individually. They took part in different learning engagements like watching videos, listening to stories, and reading books related to perseverance. Students shared different ways in which they can show perseverance in their life.



# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement:

Various events were organized to promote stakeholder engagement.

### World Read Aloud Day-

Students were engaged in read-aloud sessions and reflected on the importance of reading.

### International Mother Language Day -

Students celebrated International Mother Language Day promoting multilingualism. They were engaged in listening and reflecting on the stories narrated by teachers in their Mother Language.



## Holistic Excellence

Learners made connections with attributes of the learner profile during the 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.



# 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, 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:**

Living things adapt to survive in different conditions.

### **Lines of Inquiry:**

- Reasons for adaptation
- Ways living things adapt and respond to environment conditions.
- Relationship between adaptation and survival

### **Key Concepts:**

causation, connection ,function

### **IB Learner Profile:**

Caring & balanced

## **Unit of Inquiry:**

Under the Transdisciplinary Theme "Sharing the planet" Students explored the meaning of the term adaptation using a dictionary. They defined the word 'adaption' individually and co-constructed the definition as a group with their peers. They reflected on their understanding through group discussions. Further, students inquired about types of adaptation and reasons for adaptation. They shared real-life examples of how living things adapt and respond to different environmental conditions through various learning engagements.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students explored pronouns, and conjunctions and shared their understanding about the usage of the words. Further they were engaged in essay writing and discussed the reasons and importance of writing an essay. Students practiced writing essays on different topics. They continued with the weekly spelling assessments enhancing their vocabulary.

## **Transdisciplinary Math:**

Students made transdisciplinary connections with the concept of fractions, repeated addition with regrouping of numbers. They continued practicing mental Math tasks daily. Students revisited numbers, number names, addition, and subtraction.

## **Drama:**

Students inquired about elements of drama like plot, message, music, spectacle, characters, and diction.

## **PE:**

Students explored and practiced the following skills

- Basketball-passing through chest pass, bounce pass, and overhead pass which helps them to pass the ball with their teammates and have a proper grip on the ball while passing and receiving.
- Football basic skills
- Kicking the ball
- Receiving the ball
- Dribble with right and left leg



# Learning and Teaching- Month Review

## **Art:**

Students continued their inquiry about types of art. They observed artworks related to clay modeling and discussed the materials used in it. They watched videos of various masks and reflected on the make and purpose of the mask. They compared the masks from different countries and their features. Later students were engaged in creating a mask of their choice. The students are encouraged to enhance their observation skills by practicing object drawing and nature drawing.

## **Dance:**

Students inquired about the different elements of dance like group dancing, coordination, different patterns of hand and leg movements, and uses of props.

## **Telugu:**

Students were introduced to the letters sa, ha, ala, ksha,ra letters through various resources. They revisited the letter sounds and formation from aa to ra. They practiced blending the letter sounds and wrote simple words.

## **French:**

Students learned vocabulary related to vegetables, pet animals, and wild animals.

## **Spanish:**

Learners were introduced to numbers, vowel-consonant associations, personal pronouns, and vocabulary related to vegetables, and wild and pet animals.

## **Music:**

Students practiced vocal exercises with vowels using different tempos and pitches, They revisited songs - 'Doe a Deer', 'Una Paloma', 'Top of the World', 'country roads', 'Happy Wanderers', and practiced patriotic songs.

# Learning and Teaching- Month Review

## Hindi:

Students were introduced to 'vyanjan' Akshar व,श,ष,स और ह through various learning engagements. They revisited the letters from क,च,ट,त and प varg letters. Learners practiced the formations of the letters related to प varg. They were introduced to 'क्ष,त्र,ज्ञ and श्र letters through a story and poem. Students practiced pronunciation of these letters and identified the words related to these sounds.



# World read aloud day



# Learning and Teaching- Month Review



Students engaged in second language class.

# Learning and Teaching- Month Review



Students participating in dance and music class.

# Learning and Teaching- Month Review



Students exploring elements of drama.

# Learning and Teaching- Month Review

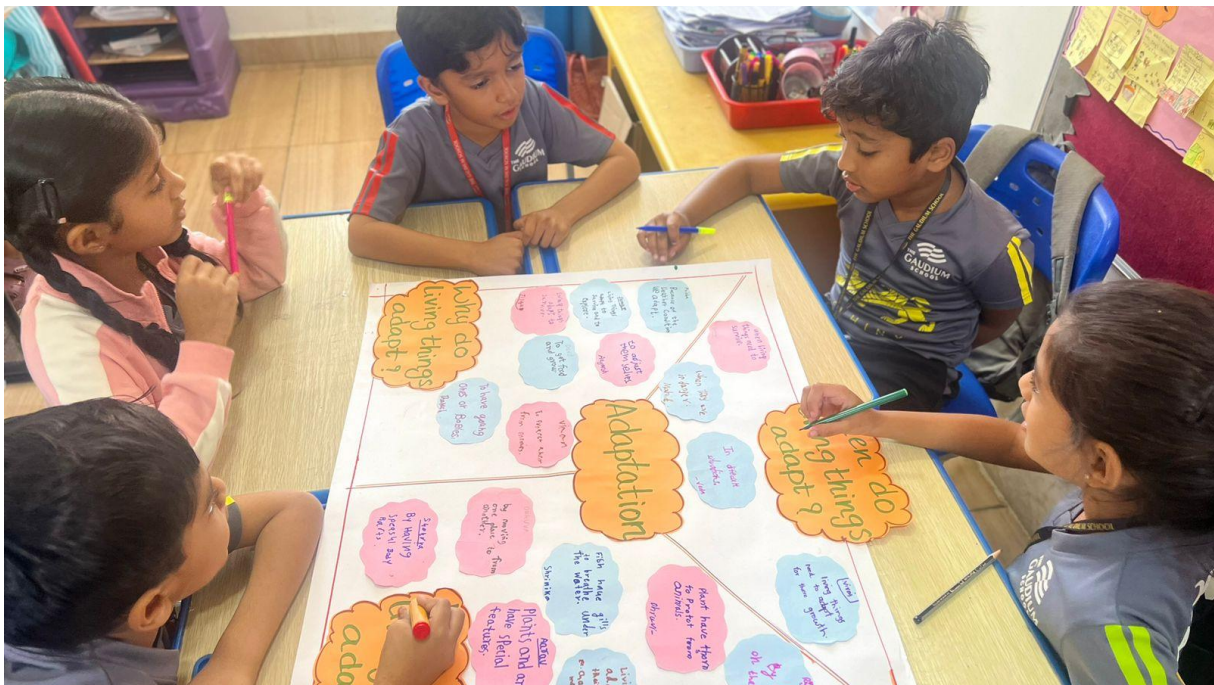


Students explore different art forms.  
Students practicing in PE class

# Learning and Teaching- Month Review



Students inquiring and discussing about adaptation



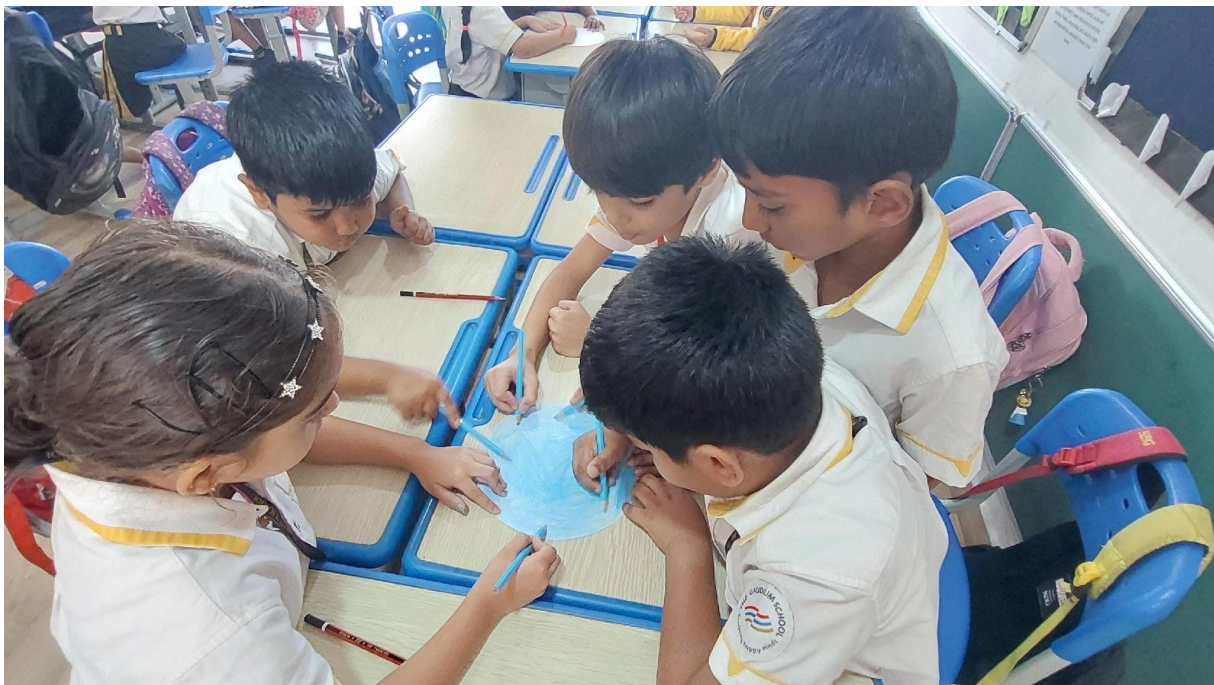
# Learning and Teaching- Month Review



Group Work- Essay writing



# Learning and Teaching- Month Review



# Learning and Teaching- Month Review

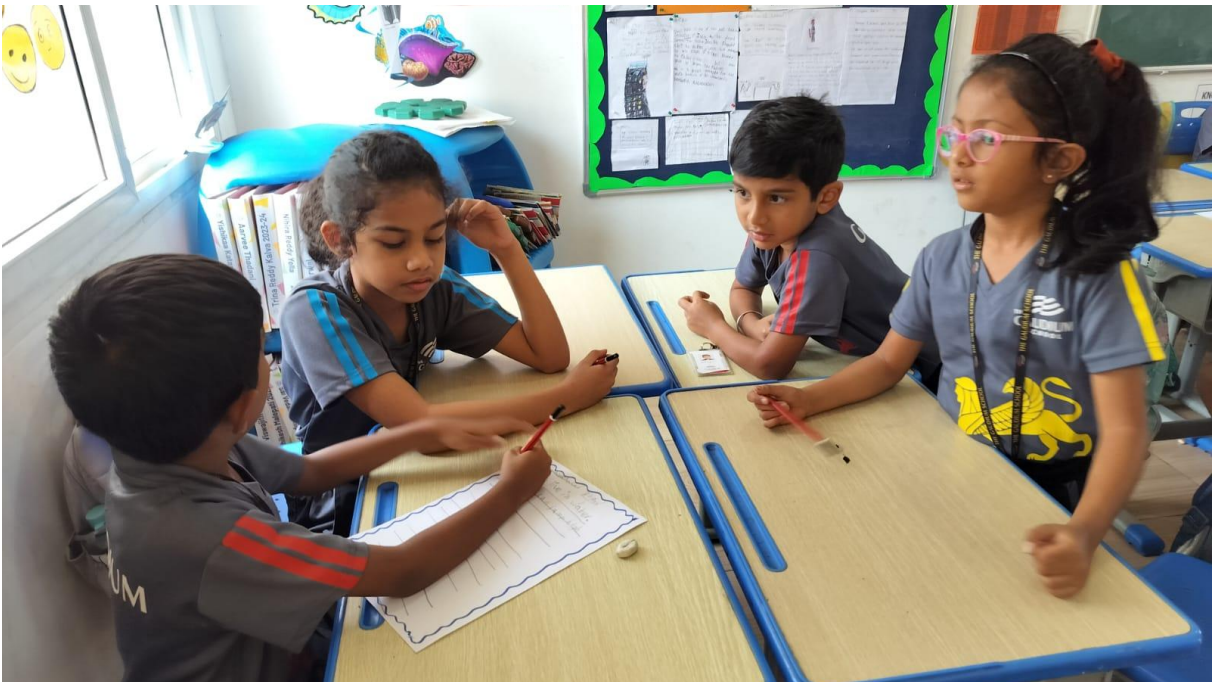


Students explore about array using seeds.  
Group work: Identifying pronouns.

# Learning and Teaching- Month Review



Reading and reflecting in the Library



Students discuss different elements of an essay.

# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

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### **Central Idea:**

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### **Lines of Inquiry:**

- Reasons for adaptation
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- Relationship between adaptation and survival

### **Key Concepts:**

causation, connection ,function

### **IB Learner Profile:**

Caring , balanced

## **Unit of Inquiry:**

Students will continue exploring adaptation and the ways living things respond to environmental conditions. Further, they will inquire about the relationship between adaptation and survival.

### **Transdisciplinary Language:**

Students will further inquire Into paragraph writing, newspaper article reading, synonyms and antonyms, adverbs, and singular and plural nouns.

### **Transdisciplinary Math:**

Students will further explore cardinal and ordinal numbers, pictographs, and place value of thousand.

# Learning and Teaching- Month Ahead

## **Dance:**

Students will inquire about emotions and Afro Jazz style dance movements. They will practice movements using different elements of dance.

## **Art:**

Students will be illustrating a story using their choice of art form. They will co-construct the assessment task, criteria, and tools for the final assessment.

## **Drama:**

Students will revisit and practice voice modulation in characterization and types of emotions through small acts.

## **Music:**

Students will practice vocal exercises with vowels, tempo, and pitch. They will revisit the songs 'Hello Bonjour' and 'I Have a Dream' song with the teacher.

## **PE:**

Students will learn the following skills

- Football basic skills on right and left leg.
- Kick and stop with right and left leg.
- Football receiving skill with a partner.
- Push pass with right and left leg.

## **French :**

Students will learn possessive adjectives and use them in sentences.

## **Spanish:**

Learners will be introduced to animal sounds and possessive adjectives.

## **Hindi:**

Students will be introduced to two and three-letter words. They will be engaged in using these words while framing sentences.



# Learning and Teaching- Month Ahead

## **Telugu:**

Students will revisit the letters ya to ra. They will be engaged in letter identification and forming simple words using letters. Students will practice oral recitation of numbers 1 to 40.



# 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/>

