



P R I S M

Grade 2
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.



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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://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



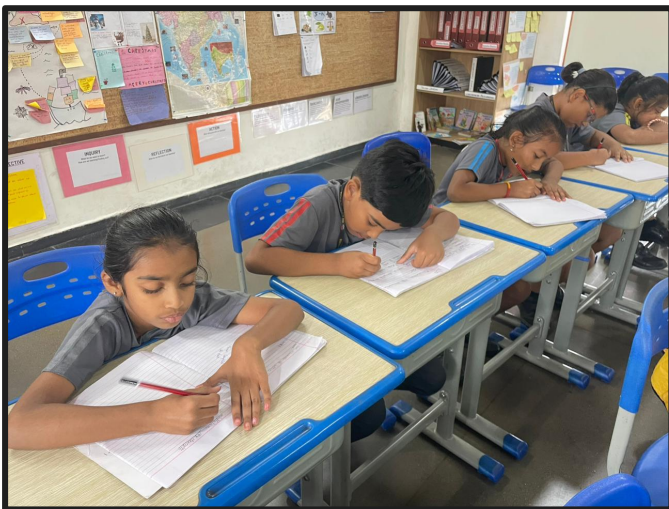
School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being:

Students enjoyed engaging in mindfulness exercises. They practiced 5-senses awareness, mindful movement, mindful breathing mindfulness exercises like self-awareness, self-expression sharing their feelings, strengths, and weaknesses. Students were also engaged in mindful thinking helping them to be aware of their actions and words. Students enjoyed making mandala art.



Students reflected on strengths and challenges and they were engaged in personal goal-setting to develop their state of well-being based on physical, emotional, and social well-being which helped them to create an action plan to achieve their goal. They also learned about developing a growth mindset over a fixed mindset.



School Philosophy – 5 Developmental Pillars

Core Values -

Students continued to learn about the core value perseverance. We exhibit patience in the face of challenges and endure the hardships. They discussed the importance of perseverance and read stories, and watched videos. Students shared their real-life experiences where they exhibited perseverance.



Stakeholder Engagement-Students celebrated “World Read-Aloud Day”. They discussed its importance, read interesting books of their choice and shared stories with their peers. Students celebrated International Mother Language Day on 21st February 2024 where they introduced themselves in their home and family language. They listened and shared stories/ rhymes in their home language. They discussed and understood the importance of cultural and linguistic diversity.

School Philosophy – 5 Developmental Pillars

Holistic Excellence—As a part of holistic excellence, students went on a field trip to deepen their understanding of the unit. They inquired about the various trees, animals that place. They had reinforcement of hygiene and table manners in the life skill session.



Global Leadership

Students made choices, reviewed essential agreements, and co-constructed the assessment tasks. They took ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps to achieve them. Students revisited the leadership capabilities and United Nations Sustainable Development Goals (UNSDG) and shared their Understanding.



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, 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:

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.

IB Learner Profile:

Thinkers, inquirers, Caring.

Unit of Inquiry :

Students inquired about various natural habitats and inhabitants. They read books related to habitats and the way the inhabitants choose their habitats. They read newspaper articles , watched videos, had a group discussions related to the changes that have happened in the habitats.

Students further shared how different features of living organisms help them adapt to the changing environmental conditions.



Learning and Teaching – This Month

Transdisciplinary Language :Students made transdisciplinary connections with collective nouns while learning about inhabitants living in the habitats. They learnt how a noun in singular form refers to a group, people, animal and things. Students further connected with adjectives while discussing the features of the animals and plants in their chosen habitat. Students connected with cause and effect while looking at the changes that have happened in the habitats. They learnt the cause for the change in habitats and discussed the effects on inhabitants.

French: Students learned how to express their likes and dislikes in French. They learned rules for singular and plurals in French.

Spanish: Students learned a few new adjectives and definite articles in Spanish.

Transdisciplinary Math:

Students made transdisciplinary connections with symmetry while locating the habitats around the world. They came across the equator that divides the Earth into north and south hemispheres. Students discussed and identified how the line of symmetry divides a shape into equal/identical parts connected with fractions and divisions. They connected with line graphs while discussing the changes that have happened in the habitats over a period of time.

Telugu: Students heard/read a story after which they were introduced to synonyms, antonyms, meanings, and elements of the story. Students learned a poem.



Learning and Teaching – This month

Hindi : Students participated in poems recitation “ चंदू लाया एक पतंग ”, “रेलगाड़ी”. They practiced synonyms, singular/plural, and questing words. They framed questions independently. Students learned the names of animals, identified words from the story and the opposite words.

Drama: Students worked on the following areas demonstrating the attributes of learner profile- communicator and risk takers.

- Theatre exercises for voice.
- Voice of the characters.

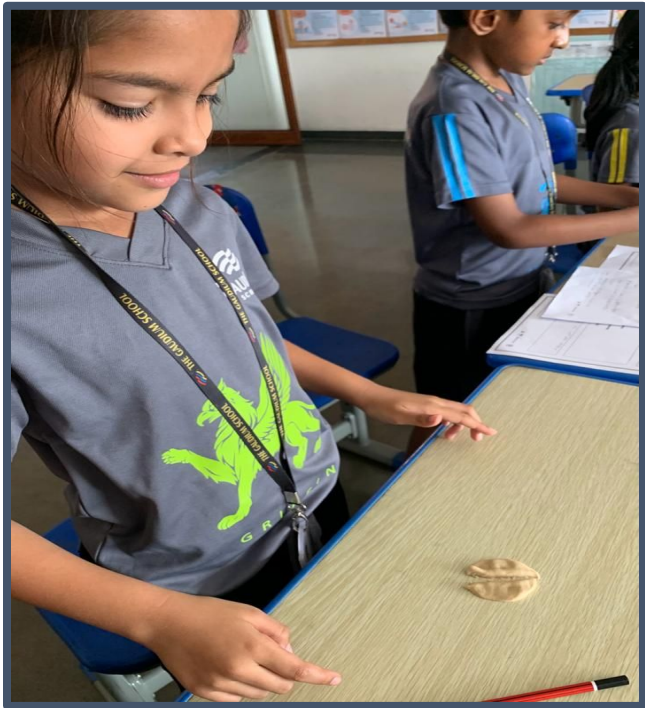
Music: Students were introduced to “Time signature “. They inquired about music notes, rest notes, single, doubles, triplets and rock notes.

Dance: Students learned the dance movements (top rock) in B-boying dance style with the music timings.

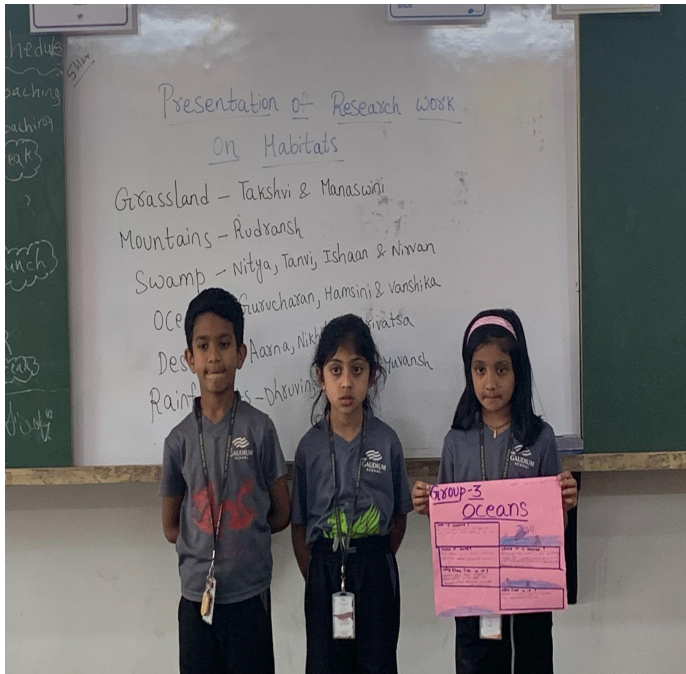
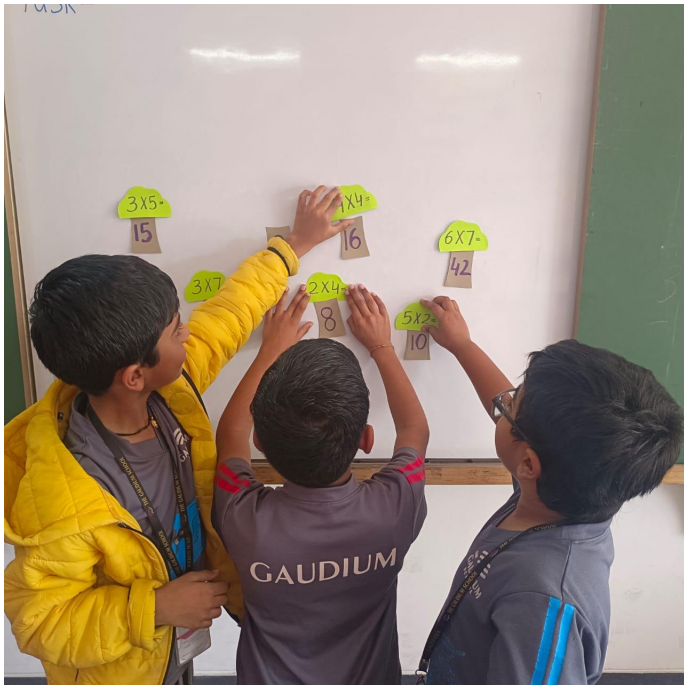
PE : Students were engaged in instep, inside, and outside dribbling in football. They watched videos related to football and inquired about the football field and its different areas. Students reflected on their learning using a self-continuum.

Visual Arts: Students inquired about Madhubani painting. They could identify the features of the Madhubani painting. They looked at the figures, theme, color/medium used! Students debated about- why is it called ‘Madhubani art and its time period. Using the same characteristics, they drew a picture of what they see in their day-to-day life.

Learning and Teaching -Last month



Learning and Teaching -Last month



Learning and Teaching – Month Ahead

Transdisciplinary Theme:

Who we are

Central Idea:

Choices of role models reflect the beliefs and values of people

Lines of Inquiry:

- Reasons for choosing role model
- Factors that determine our beliefs and values
- Influence of role models on people's choices and actions

Key Concepts

Causation, Perspective, Connection

IB Learner Profile:

Identity, Opinion, Choice, Impact

Unit of Inquiry:

Students will inquire about role model, choice of a role model. They will also understand values and beliefs, personal values and beliefs and difference between them.

They will also research about having a role model.



Learning and Teaching – Month Ahead

Transdisciplinary Language :Students will learn about fact and opinion during the inquiry. They will have a reinforcement of the writing process and connect with paragraph writing.

Transdisciplinary Math :

Students will continue to learn about line graphs while inquiring about changes in the habitats. They will be introduced to division during the problem solving process.

French: Students will learn vocabulary related to house and frame sentences with “Avoir” Verb.

Spanish: Students will learn and explore new vocabulary, indefinite articles and time.

Telugu: Students will practice compound words.

Hindi: Students will practice synonyms and antonyms. They will learn poems related to letters. They will be given a set of words and asked to make new words. Students will join the words to make new words-compound words.

Dance: Students will learn the next set of dance movements (SIX STEPS) in B-boying dance style.



Learning and Teaching – Month Ahead

PE: Students will start their inquiry in “Athletics”. We will have a discussion about Track and field as well as explore crouch start, running technique and standing broad jump.

Drama : Students will work on the following areas demonstrating the attributes of a communicator and risk takers for the month of March.

- ☐ Acting a character
- ☐ Voice of a character.

Music : Students will learn about the musical bar exercises with multiple song snippets, along with staff notation, and techniques of musical Math patterns with song.

Visual Art: Students will look at 3 artworks and explore the concept of – Balance in artwork. They will share how these 3 are similar and different. The 3-artworks will be – symmetrical, asymmetrical, and radial. They will define and differentiate the 3. Students will look at symmetry- what? Where have we seen it before? Where have we heard about it?



Happenings Month Ahead

Events	Date
Student lead conference	9th March 2024
Theatrical evening	18th March Grade 2 A to F
Theatrical evening	19th March Grade 2 G to L
PYP exhibition (Grade 5)	23rd 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/>

