



P R I S M

Grade 2
December & January 2024-25



Message from the Head of School

Dear Parents,

December and January were stunning culminations of our Year 10 celebrations- The annual Programme and The Road Safety Run for the Gaudium Community. We commemorated the mystic '10' by encouraging our Pre-schoolers to delve into the secret powers of nature and its implicit principles to maintain harmony in its diversity. Our little students extolled the capacity of nature to sustain and heal and gave us the message of following nature's principles for a healthy and happy life. This was entitled "Dasa Neeti". The students of Grades 1-2 laid bare the impressive lives of ten role models and changemakers whose contributions to the world were vastly transformational- we are talking about Mother Teresa, Mahatma Gandhi, Charlie Chaplin and other such greats. What impressive performances, songs and dances were put up by our students! This was "Dasa Prernayey'



Grades 3-5 took us on a global journey in 'Dasa Dishayen' and dived into the socio- economic and environmental practices and beliefs of indigenous tribes, who are still striding two realities-between the need for development and industrial growth and its impact on their traditions and culture. We looked through their eyes at climate change, loss of biodiversity, the hazards of deforestation and rapid urbanization on ancient tribes with rich legacies at stake.



Message from the Head of School

How perfect the message on creating learners without borders. Middle and Senior school brought out the inherent and universal morals in our scriptures and texts that directed man in early society (also completely relevant today) to live non-corrupt, non-aggressive lives, compatible with fellow humans and nature. This was the unfolding of “Dasavatara’ through the common dilemmas of our youth today. We hope our adolescents and teenage students find their interpretation through the metaphors extolled with song and dance, to live more meaningful lives, with a clear sense of self identity and the empowerment of ‘choice’. The Run for Road Safety brought together the Gaudium Community, with students, parents and staff running 10K, 5K and 2K supporting responsible behaviour and action on the roads. As a school strongly supporting family values, we brought our community together to support safety on our roads. Thank you for being a part of the run. As we count our days to the Cambridge and CBSE Board examinations, we pray for serenity and equanimity in our students and appeal for the composure and loving support of our parents towards children facing their public examinations. Patience and perseverance are key. May the Almighty shower blessings on each of you and your family in this splendid New Year.

Sudeshna Chatterjee
Head of School



Professional Development A Well-Being Journey with Oxford

On behalf of Oxford University Press, The Gaudium School had the honor of hosting a guest lecture by Mr. Bhavani on **Health and Well-Being**, specifically designed for teachers. This insightful session provided educators with an opportunity to reflect on their well-being and its profound impact on both their professional effectiveness and personal fulfillment.

Mr. Bhavani began by drawing a strong connection between health and well-being and the mission and vision of the International Baccalaureate (IB). He highlighted how the IB framework emphasizes holistic education—not only striving for academic excellence but also nurturing balanced, reflective, and mindful individuals. He further linked this philosophy to The Gaudium School's commitment to fostering an environment that supports the well-being of both students and educators.

The session was highly engaging, featuring thought-provoking discussions and interactive activities. Mr. Bhavani explored key aspects of well-being, including physical health, mental resilience, emotional stability, and work-life balance.

He reinforced the idea that a teacher's well-being directly influences their ability to inspire and support students effectively. The session was highly engaging, featuring thought-provoking discussions and interactive activities. Mr. Bhavani explored key aspects of well-being, including physical health, mental resilience, emotional stability, and work-life balance. He reinforced the idea that a teacher's well-being directly influences their ability to inspire and support students effectively. Additionally, the session introduced practical strategies for maintaining well-being in the face of modern educational challenges. Key takeaways included:

Mindfulness and Stress Management –

Techniques such as breathing exercises, meditation, and time management to alleviate stress.

Physical Well-Being – The significance of regular exercise, a balanced diet, and sufficient rest.



Professional Development A Well-Being Journey with Oxford

Emotional and Mental Health – The importance of positive thinking, self-care routines, and seeking professional support when needed.

Creating a Supportive Environment – Encouraging strong peer networks, collaboration among colleagues, and a culture of mutual care within the school community.

Teachers found the session both enlightening and interactive, appreciating the practical approaches shared by Mr. Bhavani to enhance their personal and professional well-being. The lecture concluded with a meaningful discussion on how schools can implement systemic changes to ensure sustained well-being for educators, ultimately fostering a more supportive and effective learning environment for students.

The Gaudium School extends its sincere gratitude to Oxford University Press and Mr. Bhavani for facilitating this enriching session. The event reaffirmed the school's dedication to holistic excellence and its commitment to cultivating a culture of care and well-being within the educational community.



School Philosophy – 5 Developmental Pillars

Mindfulness:

Students and teachers actively participated in a range of mindfulness exercises, including in-breath and out-breath techniques, heart map activities, vision board creation, square breathing, balance walking, and heartbeat exercises. Other practices like acting mindfully, sharing acts of kindness, and exploring personal strengths and challenges were also incorporated. These exercises were designed to help individuals cultivate awareness, presence, and emotional balance in their daily lives.



Additionally, participants explored various character traits and qualities that contribute to the enhancement of self-awareness and the development of self-esteem. Through thoughtful reflection, students and teachers shared their insights and personal experiences, deepening their understanding of how these attributes can positively impact their lives. The mindfulness activities not only fostered a sense of inner calm but also encouraged a supportive environment where individuals could connect with their emotions and values, ultimately promoting personal growth and well-being.



School Philosophy – 5 Developmental Pillars

Core Values

In the month of December students wholeheartedly embraced the value of gratitude, beginning with self-appreciation through positive affirmations and highlighting their positive qualities during circle time. They also extended this practice to their peers by offering compliments and expressing gratitude to family and friends. This exchange of appreciation helped build a positive and supportive environment.



In the month of January Perseverance is the key to success, teaching us resilience to overcome challenges. It's about staying focused and rising after every setback. Similarly, perseverance helps students overcome academic obstacles, athletes achieve success, and innovators create change. In a fast-paced world, it reminds us that success requires patience and effort. As we begin this new term, let perseverance guide us to set bold goals, face challenges, and inspire each other to keep moving forward. Success comes from never giving up!



School Philosophy – 5 Developmental Pillars

Global Leadership:

As part of their growth in global leadership, students kept leading their weekly assemblies. This gave them a chance to make decisions, review important agreements, and work together to create assessment tasks. They reflected on what they had learned, identified their strengths and areas for improvement, and discussed how to move forward. Students also shared their ideas about what makes a good leader, such as being a good communicator, working well with others, and taking responsibility. Through these activities, they built stronger leadership skills and became more aware of their role in the community. It helped them think about how they can contribute to the success of their group and how they can keep growing as leaders.



Stakeholder Engagement:

As part of stakeholder engagement, students actively participated in the Annual Day program, showcasing their talents through dance, music, and drama. Their exceptional performance was met with warm appreciation from their parents. Furthermore, students took part in a special assembly held for the Sankranti festival. The event was designed to help students grasp the true meaning of the festival while promoting an appreciation for the importance of our traditions and culture.



School Philosophy – 5 Developmental Pillars

Holistic Excellence:

Holistic excellence embarks us to groom ourselves and resonate with our learnings. As part of the holistic development students did various learning engagements to enhance their decision-making skills and positive behaviour. Life skills are an essential part of social, emotional, mental and physical well-being.



This month, students get acquainted with non-fire cooking. They cherished making 'coconut Laddu' To nurture their curiosity and deeper understanding of their current unit,' How we organise ourselves. Students visited 'Tellapur Municipal Corporation' This educational field trip provided students with an authentic and everlasting learning experience. To strengthen their literacy skills, students continued to have their reading programme.



Learning and Teaching - This Month

Unit of Inquiry

Transdisciplinary Theme:

How We Organise Ourselves

Central Idea:

Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

Lines of Inquiry:

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public and virtual spaces
- Responsibilities in public and virtual spaces

Specific Concepts

Form, Function, Responsibility

IB Learner Profile:

Principled, Reflective, Balanced

Students actively engaged in discussions about the significance of personal responsibility within physical spaces, both real and virtual. They collaboratively defined and wrote down the Do's and Don'ts for specific environments, focusing on

How individuals can contribute to maintaining order, respect, and safety within those spaces.

As part of their learning, students visited Aparna Neon Mall to further explore the responsibilities associated with a public space. During the visit, they inquired and observed the practical aspects of maintaining such spaces, deepening their understanding of space management and etiquette. Prior to and after the field trip, students reflected on their experiences using a reflection sheet, which allowed them to process their observations and insights. In addition, students created informative posters outlining the Do's and Don'ts for various public spaces. These posters were then shared with peers from different grades and sections, fostering a sense of responsibility and encouraging awareness among the wider school community. Through these activities, students not only learned about the importance of respecting shared spaces but also took on the role of educators, helping to spread awareness and promote positive behavior across the school.



Learning and Teaching - This Month

Transdisciplinary Language

Students made transdisciplinary connections with prepositions by engaging in a variety of activities aimed at deepening their understanding. They participated in different learning experiences that allowed them to explore how prepositions are used across multiple subjects, helping them apply the concept in diverse contexts. Students connected their learning with email writing by exploring the various components that make up an email. They inquired into the different parts of an email, such as the subject line, greeting, body, closing, and signature, understanding their specific purposes and importance in effective communication. Building on this knowledge, students then applied their learning by composing informal emails, practicing how to convey messages in a friendly and casual tone. This activity not only helped them strengthen their writing skills but also reinforced the real-world application of prepositions in structuring clear and coherent messages. Through this process, students gained practical experience in email etiquette and communication.

Transdisciplinary Math

Students made connections to measurement and money while inquiring about the purposes of public places. As they explored how different public spaces are designed and used, they examined the role of measurements in determining the size and layout of these areas, such as the dimensions of buildings, parks, or roads. Additionally, they explored how money is involved and engaging exploration of how money is involved in everyday transactions, seamlessly integrating mathematical concepts with real-world applications. This interdisciplinary approach helped students understand how mathematical concepts. Through this inquiry, they gained a deeper appreciation for the practical applications of these concepts in real-world settings.



Learning and Teaching - This Month

Unit of Inquiry

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

The Earth's physical geography impacts human interactions and settlement.

Lines of Inquiry:

- Variability of physical geography around the world.
- Globes and maps provide information about Earth's Physical geography
- Interrelatedness between location and settlement
- Human Interaction to the Physical Environment

Specific Concepts

Form,
Function,
Responsibility
Connection

IB Learner Profile:

Knowledgeable, Inquirer, Balanced

Students embarked on their new unit, "Where We Are in Place and Time," by beginning with a Provocation task designed to spark curiosity and engagement. This was followed by unpacking the central idea of the unit and conducting a Prior Knowledge assessment to assess what they already understood about the topic.

To deepen their understanding, students explored the concept of "Earth's Geography," connecting it to various types of landforms and water bodies found around the world. They inquired into the characteristics of different landforms, such as mountains, valleys, and plains, as well as water bodies like rivers, lakes, and oceans. Using world and Indian maps, students identified these features and discussed their geographical locations and significance.

Through their exploration, students examined the variability between different types of landforms, noting how each unique feature contributes to the planet's diverse environment. They also compared and contrasted the ways in which landforms and water bodies are distributed across different regions.



Learning and Teaching - This Month

Transdisciplinary Language:

Students made transdisciplinary connections with the concepts of facts and opinions, exploring them through a variety of learning activities. They inquired into different facts and opinions related to various types of landforms and water bodies, analyzing how each is perceived or represented in different contexts.

Students also made connections between conjunctions and the concept of cause and effect, exploring how these elements are used to convey relationships between ideas. They examined how conjunctions, such as "because," "therefore," and "although," link statements and ideas together, particularly in expressing cause and effect. Through various learning activities, students practiced using conjunctions to explain how one event or action leads to another, developing their ability to construct more complex and coherent sentences. This exploration helped them understand the role of conjunctions in clarifying

relationships between causes and their resulting effects, enriching their communication skills across different subjects. Students explore and deepen their understanding of persuasive writing, examining various techniques and strategies used to effectively influence and convince readers. They analyzed different forms of persuasive texts, such as advertisements, speeches, and opinion articles, to identify key elements like tone, structure, and persuasive language. Through guided practice and writing exercises, students developed their ability to craft compelling arguments and present their ideas clearly and convincingly.



Learning and Teaching - This Month

Transdisciplinary Math

Students made transdisciplinary connections with directions and floor maps as they worked on locating various types of landforms and water bodies. By using directional language and understanding the layout of floor maps, students were able to navigate and identify the geographic features on maps with greater accuracy. They applied concepts of north, south, east, and west to understand the relative positions of landforms such as mountains, rivers, and lakes, both globally and locally. Additionally, students explored how map orientations and symbols help in locating specific features, enhancing their spatial awareness and map-reading skills. This hands-on approach not only strengthened their understanding of geography but also integrated mathematical and spatial reasoning into their inquiry.

Students explored the concept of time and the calendar, examining how these elements are connected to locations and settlements. They investigated how different cultures and regions have developed various timekeeping systems and calendars based on geographical factors, seasons, and agricultural cycles. By studying the relationship between time, calendars, and settlement patterns, students gained a deeper understanding of how human societies have organized their daily lives and activities in relation to their environment and resources.



Learning and Teaching – Fact and Opinion



Learning and Teaching - Directions



Learning and Teaching - Landforms



Learning and Teaching – Map Pointing



IL CONTINUUM
CONTINUUM DE L'IB
CONTINUUM DEL IB



Learning and Teaching -Field trip to Gandipet Lake



Learning and Teaching - Action

Action:

Students actively participated in raising awareness about the importance of respecting public spaces by creating informative "Do's and Don'ts" posters. These posters highlighted key behaviors and guidelines for maintaining cleanliness, safety, and respect in shared environments. By designing these visual aids, students not only reinforced their understanding of the responsibilities associated with public spaces but also took on the role of educators, sharing their knowledge with others.



They displayed the posters in various areas of the school, encouraging their peers to be more mindful of their actions in public spaces. This project helped students develop a sense of community responsibility while promoting positive behaviors and fostering a more respectful and considerate environment for everyone.

Learning and Teaching - This Month

Drama:

Students explored the concept of characterization by watching a movie and selecting their favorite character to analyze. They then enacted the character's movements and voice modulation, focusing on how these elements reflect the character's personality and traits. Through this activity, students gained a deeper understanding of how physical actions, tone, and speech patterns contribute to bringing a character to life, enhancing their ability to express and interpret different characterizations in various forms of media.

Music:

Students have practiced various voice modulation exercises and had the opportunity to learn and rehearse songs for the annual day performances. One of the songs, "Edison's Light," was performed live with the recorded track, ensuring synchronization with the rhythm, melody, and lyrics. Additionally, students have engaged in vocal warm-up exercises and begun learning "Sing Out" by Cat Stevens, focusing on synchronizing their performance with the rhythm, melody, and lyrics alongside live music.

Dance:

Students were introduced to the basics of Bhangra, a traditional Punjab folk dance. They learned several foundational movements and vocabulary, including Taari Punjab, Jhoomar, Single and Double Chaafa, Side Pump, and Faslaan, among others. This introduction allowed them to explore the rich cultural heritage of Bhangra while developing an understanding of its distinctive dance steps and rhythms.

P.E.:

The inquiry into the standing broad jump event was initiated, where students engaged in discussions about the jump and its techniques. They then practiced various drills related to jumping to refine their skills. Following this, students applied the techniques they had learned to perform the standing broad jump, and their jump distances were measured. To assess their progress, students will complete an assessment task sheet on the standing broad jump.



Learning and Teaching - This Month

Telugu:

This month, students focused on practicing Gunintas and Guninta words, enhancing their vocabulary. They were also introduced to the concept of forming questions based on the story they read. Additionally, students worked on reading and writing the key words from the story, reinforcing their understanding. To further develop their language skills, they explored and practiced opposites found within the story, allowing for a broader comprehension of word relationships. Through these activities, students made significant progress in both their reading and language development.

Compulsory Telugu:

During December and January, they learned the names of garden, nature, and playground, as well as various rhymes in Telugu. In addition, they explored the meanings behind these words and practiced using them in simple sentences.

Spanish:

Students learned classroom objects and were also introduced to adjectives. Additionally, they practiced using adjectives to describe different objects and enhance their vocabulary.

French:

In December and January, students explored the parts of the body and learned the popular rhyme "Alouette," which helped reinforce vocabulary through interactive music and movement activities. These activities not only made learning enjoyable but also enhanced retention of new words. Additionally, students studied the names of the continents in French, tying into the TD connection of "Where we are in place and time." This geographical focus helped them better understand global locations while expanding their language skills in a meaningful context.

Hindi:

Students will begin by revising and reinforcing their understanding of the Hindi alphabet (Varnmala) and matras to establish a strong foundation in the language. They will then focus on specific matras, such as O Matra, Auo Matra, and Ang Matra, learning their usage in various words to enhance pronunciation and writing skills. Additionally, students will explore the concepts of singular (Ak Vachan) and plural (Bahuvachan), gaining a clear understanding of their differences and how to use them in sentences. They will also practice writing and recognizing numbers from 11 to 20 in Hindi to improve their numerical literacy. Finally, students will engage in reciting a Hindi poem, which will help them develop better pronunciation, memorization, and speaking



Learning and Teaching - Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world Works

Central Idea:

Matter exists in different states and can be manipulated to meet people's needs

Lines of Inquiry:

- States of matter and their properties
- How and why matter changes
- How materials impact societies and the environment

Specific Concepts:

Form

Change

Responsibility

IB Learner Profile:

Inquirer

Knowledgeable

Reflective

Students will inquiry into the Provocation:

What is material and what matters?

Through this unit, students will inquire into the different states of matter, exploring how they can be transformed and utilized to meet various human needs. The provocation will spark further discussion and investigation into the concept of material and its significance.

Guiding Questions for Further Inquiry:

- What are the different states of matter?
- How can matter be manipulated to meet human needs?
- What are the properties and characteristics of each state of matter?
- How do humans use and transform matter in everyday life?

Through further inquiry, students will explore and investigate the concept of matter and its various states, deepening their understanding of this fundamental idea.



Learning and Teaching - Month Ahead

Transdisciplinary Language:

Students will make possible TD connections.

1. Scientific Vocabulary: Students can learn and use scientific terms related to states of matter (e.g., solid, liquid, gas, plasma) and manipulation processes (e.g., melting, freezing, condensation).
2. Procedural writing: Students can read texts or videos explaining how to manipulate matter to achieve a specific purpose (e.g., making a lava lamp) Students can research and create or presentations about real-world applications of manipulating matter (e.g., materials science, engineering).

Transdisciplinary Math:

Students will make possible TD connections.

1. Measurement: Students can measure and calculate the properties of different states of matter (e.g., volume, mass).
2. Shapes: Students can explore the geometric shapes and structures formed by different states of matter
3. Patterns: Students can identify and create patterns related to the properties and behaviors of different states of matter.



Learning and Teaching - Month Ahead

P.E:

Students will engage in an inquiry into the technique of throwing, where they will discuss various throwing methods and practice them to improve their skills. After practicing, the distance of their throws will be measured to assess their progress and performance.

Dance:

Students will next learn a new set of 4-count and 8-count movements in Bhangra, accompanied by traditional Punjabi music. They will also explore the key elements of dance and further familiarize themselves with the vocabulary of Bhangra movements, enhancing their understanding of the dance's rhythm and cultural significance.

Spanish:

Students will learn about adjectives, focusing on how to describe people, places, and things. They will also practice using adjectives to make their sentences more detailed and engaging.

Music:

Students will participate in various creative activities that introduce different time signatures. They will explore how elements of music, such as rhythm and tempo, can be applied while singing the song, helping them understand their impact on the performance.

French:

In February, students will concentrate on learning the names of various classroom objects in French, expanding their vocabulary in a practical context. They will also develop their conversational skills by learning how to ask and answer the question "Qu'est-ce que c'est ?" to identify and describe these objects. Through these activities, students will enhance their ability to engage in everyday conversations and improve their overall language proficiency. Additionally, they will practice using descriptive language to build a deeper understanding of the objects around them.



Learning and Teaching - Month Ahead

Drama:

Students will portray their selected character, emphasizing both internal and external characteristics, using minimal costumes from home. They will also describe the landform or place their character originates from, highlighting how the environment influences the character's traits and story. This activity will help students connect the concept of characterization with geographical settings, fostering a deeper understanding of how location can shape a character's identity.

Compulsory Telugu:

Students will continue learning the names of garden, nature, and playground, as well as various rhymes in Telugu. In addition, they explored the meanings behind these words and practiced using them in simple sentences.

Telugu:

In February, students will be introduced to the remaining Gunintas through both a story and a rhyme, offering a fun and engaging way to expand their vocabulary. They will also explore and practice synonyms found within the story, helping to deepen their understanding of word meanings and relationships. These activities will support students in broadening their language skills and enhance their ability to express themselves more creatively and accurately.

Hindi:

Students will explore the different types of 'R' matras in Hindi, which will help improve their word formation and pronunciation. They will also learn about Chandrabindu and Anunasik, focusing on nasal pronunciation and its application in Hindi words. Through listening to Hindi stories, students will enhance their listening comprehension and improve their speaking skills by discussing the stories. Additionally, they will work on developing fluency in reading and speaking through continuous practice and active participation in class discussions.



Happenings Month Ahead

Events	Date
International Mother Language Day	21 st February 2025
Maha Shivaratri Holiday	26th February 2025
National Science day	28th February 2025

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/>

