



P R I S M

Grade 2
August 2025



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Founder and Director

A very Good morning my dear students, teachers, parents, senior leadership and pedagogical leadership team. Firstly I would like to appreciate each and every student who has been nominated and has gone through this rigorous election process. I would now take this privilege to congratulate each and every elected member of the Gaudium Student Council. A Big congratulations to you and your parents. Your dedication, hard work, and commitment throughout the election process is indeed commendable. Each of you has demonstrated a strong sense of responsibility and a genuine desire to serve your fellow students in order to make our school a better place.

As you embark on this journey of leadership, I would like to share with you a powerful concept – the “broken window theory”. Broken Window Theory is a criminological theory that suggests that visible signs of neglect in an environment—such as cracked or broken windows, graffiti, litter etc can encourage more serious crimes to happen. It teaches us a powerful truth that when we ignore small problems, we invite bigger ones. Imagine walking past a building. One of the windows is cracked or broken, but no one fixes it. A few days later, you notice more windows are shattered, maybe even some graffiti on the walls. Slowly, the building begins to look abandoned. That’s when more serious damage begins to happen – vandalism, littering, and even crime. Why? Because when one small problem is ignored, it sends a message that “No one is watching, no one is in charge, no one cares.”. Thus signalling that rules don’t matter and you can get away with it. Originally this theory was used to understand and discourage crime in cities by applying zero



tolerance policy and keeping neighbourhoods clean and orderly.

This theory is just as important for us – in our schools, our communities, and even in our personal lives. We are all used to so much procrastination in our daily lives. We keep delaying tasks even when we know there might be negative consequences.

Jeff Bezos once said, “Stress doesn’t come from hard work. Stress comes from not taking action over something you can have some control over.”

The moment you delay something you’re capable of doing, it lingers in your mind. Your brain keeps it in the background as an “open loop,” which causes mental clutter. When you postpone a task, the pressure doesn’t decrease, it builds. Deadlines approach, and the unfinished task becomes more intimidating. When you finally rush to finish it at the last minute, you compromise quality, sleep, and peace of mind. This creates a stress cycle.



Message from the Founder and Director

What we infer from procrastination and broken window theory is that when small problems are ignored or postponed, they give rise to stress and grow into bigger ones.

Your role is not just to manage events or wear a badge. It's to build a culture, a culture where respect, responsibility, and pride in our school are visible in our everyday actions. It's about doing what's right even when no one is watching. It's about being the first to fix a broken window, so others don't break another.

So today, I ask you: What are the "broken windows" around you?

Is it the classmate who's being bullied while everyone turns away?

Is it when someone vandalizes a wall or scribbles on a desk, and we ignore it?

Or when the school bell rings and some students still loiter in the corridor, ignoring the class?

Each of these may seem small. But when ignored, they send a silent message: "It's okay. No one cares."

Be the leader who changes that message. Be the one who steps in when someone's hurt. Who speaks up when others stay silent. Who leads by example, whether it's walking into class on time, or treating every person and space in school with respect.

I wish you all the very best and hope you all will be leaders who take action and fix things early to create a positive environment and tell everyone around that We care, This place matters, We matter.

Thankyou.
Kirthi Reddy
Founder and Director



Message from the PYP Associate Coordinator

Learning Beyond the Classroom

The true measure of a school extends far beyond academic results. At our school, we believe in nurturing well-rounded individuals by providing a rich tapestry of experiences that complements classroom learning. These activities are not just a distraction from studies; they are fundamental to building character, fostering creativity, and developing essential life skills. A Platform for Talent and Teamwork

Our commitment to holistic education is visible in the array of extracurricular activities offered. The Grade 4 Art Competition is a vibrant showcase of student creativity as an opportunity where young artists can express themselves freely and gain confidence. In sports, our students have demonstrated exceptional teamwork and determination. The recent inter-house sports event for Grades 3 to 5 was a testament to their dedication, promoting physical fitness and healthy competition among students. Such events are key in building camaraderie and a sense of shared purpose.

A Platform for Talent and Teamwork

Our commitment to holistic education is visible in the array of extracurricular activities offered. The Grade 4 Art Competition is a vibrant showcase of student creativity. It's an opportunity where young artists can express themselves freely and gain confidence. In sports, our students have demonstrated exceptional teamwork and determination..



The recent inter-house sports event for Grades 3 to 5 was a testament to their dedication, promoting physical fitness and healthy competition among students. Such events are key in building camaraderie and a sense of shared purpose

Community, Culture, and Leadership in Action

Developing a sense of social responsibility and cultural awareness is a key component of a well-rounded education. The Ganesh Idol making workshop provided a unique opportunity for students to engage with their cultural heritage while embracing artistic expression. This activity fostered a deep appreciation for traditions and showcased the students collaborative spirit.



Message from the PYP Associate Coordinator

At the heart of our student community is the Students ; Council, which serves as a powerful training ground for future leaders. It is this body that students learn to be strategic thinkers, effective communicators, and responsible decision-makers. They represent their peers, organize events, and contribute to the schools positive culture, embodying the very essence of leadership.

Learning Through Experience: Field Trips and Guest Sessions

To bridge the gap between theoretical knowledge and real-world application, our school places great emphasis on experiential learning. Our recent field trips have brought classroom lessons to life, allowing students to engage with concepts through interactive exhibits and hands-on activities. Similarly, the guest sessions with professionals offered our students invaluable insights into potential career paths. Hearing from a renowned architect about sustainable design, or gaining insights from senior school teachers and even parents with subject expertise, provides a unique perspective that no textbook can replicate. These sessions inspire students, sparking curiosity and helping them connect their academic interests to future possibilities. By prioritizing these activities, we are shaping individuals who are not only academically bright but also compassionate, collaborative, and confident—ready to take on the world.

Thank You
Mary Vinodini
Associate PYP Coordinator



Sports Achievements

We are proud to share that our talented Geckos participated in the United Roller-Skating Championship and showcased exceptional skill and determination.

Medal Tally: 3 Gold Medals ,3 Silver Medals and 2 Bronze Medals



Participants Details

USID	NAME	CLASS
017015	HARSHA	7F CBSE
031638	AARADHYA	4GC PYP
101165	ISHITA	9D -CI
101250	VIHAAN	8E-CBSE
111352	VEEKSHA	1A-MYP
031618	SASHA	Gr 4- PYP
101344	DHRUTI-	2D-MYP
071432	AADHYA	1E MYP



Sports Achievements

Our students excelled at the Interschool Chess Tournament hosted by Glendale School, which saw participation from 21 schools. The Gaudium School proudly emerged as the Overall Boys' Champion!



Participants Details

S.no	NAME: Boys Winners	CLASS
1)	Rugved Reddy	4B- MYP
2)	Adithya Vardhan	10 A CI
3)	Devansh	Grade 5GE- PYP
S.no	NAME: Girls Winners	CLASS
1)	Rinayra Verma	Grade 2SD- PYP
2)	Ishika Reddy	Grade 3SD- PYP



Sports Achievements

We celebrated National Sports Day on August 29, 2025, with a special highlight—our Founder and Director, Ms. Kirthi, inaugurated the new high jump mat



Professional development

As part of our ongoing commitment to professional growth, teachers recently engaged in a PD session that centered on refining classroom practices and fostering meaningful learner engagement. The discussions encouraged educators to reflect on DUP as a tool to enhance lesson design and to recognize the role of Circle Time in creating a supportive and connected classroom culture. The session also shed light on the purposeful use of EMS to maintain clear and consistent communication with parents. Teachers further revisited the Attributes of the Learner Profile, exploring ways to weave these values into everyday learning experiences.



Teachers participated in the **CAT 1** workshop, ***Making the PYP Happen***, which provided valuable insights into the PYP philosophy and reinforced how its principles can be applied effectively within our teaching practices. Teachers attended the NEASC workshop by Ms. Darlene Fisher which gave a deep insight about the “Excellence in Teaching and Learning”



School Philosophy – 5 Developmental Pillars

Mindfulness and Well Being

Students practiced mindfulness through breathing techniques like bunny breathing, hissing breathing, and five-finger starfish meditation to stay focused and present.

They also participated in sessions on Bullying, Boundaries, and Consent. Using age-appropriate videos, students explored real-life situations and discussed:

- Recognizing different forms of bullying and its impact
- Setting and respecting personal boundaries
- Understanding consent in daily interactions

Each session included reflection activities, helping students internalize key lessons. These ongoing engagements aim to empower them to stand up against bullying, communicate boundaries, and practice respect in all relationships.



Core Values

This month, we dedicated our activities to exploring the core value of empathy. Students were at the heart of the exploration, participating in insightful discussions to deepen their understanding of what it means to truly connect with others. They enthusiastically shared their own thoughts on why empathy is crucial in our lives, explaining how it helps us resolve conflicts, support our peers, and build a stronger, more caring community. They discovered that empathy is not just a word, but a powerful tool for forming positive relationships.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

A Life Skills session on the theme “Get Ready for School” was conducted, where children enthusiastically practiced essential self-help skills that promote independence and responsibility in their daily routines. To extend the experience, a 21-day Life Skill Tracker was shared with students to reinforce consistent practice.



Global Leadership:

The students enthusiastically participated in the special assembly, where they presented patriotic skits, performed graceful dances, dressed as renowned freedom fighters, and sang soulful songs that echoed the spirit of unity across the nation. Through their performances, they not only celebrated national integration but also embodied the IB learner profiles of being risk-takers, communicators, and balanced individuals.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

This year's Independence Day celebration was a day of immense joy and patriotic spirit. Students showcased their talents and filled the atmosphere with harmony and enthusiasm through a lively group dance and a melodious song. We also took the opportunity to honor our high-achieving students, recognizing their excellence and adding to the day's celebratory mood. It was a day for our school community to come together with pride and remember the sacrifices of the past while looking forward to a bright and inclusive future.



The students had an exciting field trip to Nehru Zoological Park, where they explored various animal habitats and witnessed firsthand the interconnectedness of species within an ecosystem. This experience reinforced their understanding of the unit of inquiry, 'The interdependence between different organisms has an impact on the balance of the ecosystem.'



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme:

Sharing the planet.

Central Idea:

The interdependence between different organisms has an impact on the balance of the ecosystem

Lines of Inquiry:

- Classification of organisms
- Interdependence between organisms and their ecosystem
- Significance of sustaining the ecosystem.

Specified Concepts

Function

Connection

Responsibility

Additional Concepts:

Science (Living things)

IB Learner Profile:

Caring, Thinkers, Balanced, Reflective
ATLs

Research skills (Information literacy)

Thinking Skills (Critical thinking)

During the current unit of inquiry, students embarked on an exploration of Ecosystems to understand the interdependence of living and nonliving things in nature. The learning process unfolded as follows: Students explored prior knowledge through observations during Nature Walk/ videos and discussed about animals, plants, water, air, and soil. Through inquiry, students discovered the meaning of an ecosystem and its parts. Students investigated relationships in nature by asking questions such as *Who eats what? Who lives where? How do they depend on each other?* They co-constructed understanding of key concepts like food chains, habitats, and balance in nature. Students explored the classification of organisms, sorting plants and animals into groups and identifying their unique features. Through inquiry, they investigated the interdependence between organisms and their ecosystem, discovering how food chains, habitats, and adaptations help maintain balance in nature. Students examined how living things adapt to their environment and why each component in an ecosystem is important. Further exploration revealed the impact of human actions on ecosystems, deepening students' awareness of responsibility toward the environment. Students discussed and reflected on the significance of sustaining ecosystems by understanding the role of humans in protecting the environment and the consequences of imbalance.



Learning and Teaching – This Month

Hands-on activities, sorting tasks, and collaborative discussions deepened their knowledge of how ecosystems function and why they are essential for life. During this unit, students explored how living and nonliving things work together to sustain life. A highlight was our field visit to the “Nehru Zoological Park”, which brought classroom learning to life. Students observed a variety of animals across aquatic, terrestrial and arboreal habitats and identified features like body covering, movement, and diet. They discussed who eats what and who lives where while noticing habitats (aquatic, terrestrial, arboreal). They connected exhibits to food chains (e.g., plants → herbivores → carnivores) and spotted examples of adaptations.

Transdisciplinary Language

Students made meaningful transdisciplinary connections with verbs, exploring action words through poetry and rhyme. Their learning journey unfolded as follows: During the Ecosystems unit, students collected and used verbs to describe their observations from the nature walk. They noted actions such as *moving*, *walking*, *eating*, *sleeping*, and *playing* to describe plants, animals and people, laying a strong foundation for further language exploration.

Students explored base verbs—observe, classify, compare, explore, protect, plant, pollinate, feed, clean, adapt, build, record—and expanded these action words into real-life contexts.

Students watched short clips and nature scenes to identify verbs for people and animals (e.g., teacher teaches, chef cooks; the rabbit hops, the monkey climbs), recorded natural changes (leaves fall, wind blows, rain falls), and used graphic organisers to link verbs to habitats.

To deepen their understanding of verbs, students explored action words that show the interdependence of organisms in an ecosystem which helped them write more detailed and expressive sentences. During their inquiry, students identified rhyming words from the given poems and learned how these sound-pairs link together to shape a poem. They practised framing short, rhythmic verses using rhyme families such as *sky / fly*, *night / light*, *wide / side*, and *grow / show*, and combined these with strong verbs to create lively “verbs-poems.” This work improved their sentence flow and expressive language, enhancing both oral performance and written composition while deepening their understanding of poetry structure, strengthening clarity, rhythm and confidence in both speaking and writing.



Learning and Teaching – This Month

Transdisciplinary Math

Students explored the world of addition, subtraction and Data handling through fun and hands-on learning activities. Their learning journey included the following: Students strengthened their number sense through engaging strategies like *Square Addition* and *Square Subtraction*, which helped them visualize patterns and solve problems with accuracy. They also explored *Pyramid Addition* and *Pyramid Subtraction*, building confidence in logical thinking and step-by-step calculations. These activities encouraged critical thinking, problem-solving, and enjoyment in mathematics. Students strengthened subtraction skills using practical strategies such as regrouping, square and pyramid subtraction, (solving from the top by combining steps), and inverse checks to ensure accuracy. Students then applied these methods to solve story problems, developing critical thinking and procedural fluency. They practiced Number Bonds to compose and decompose numbers efficiently, and applied Rounding Off to estimate to the nearest 10/100. Students gathered information from nature walks and the Zoo Park (e.g., animals observed, habitat types, beak shapes). In Data Handling, learners collected observations during field activities, organised findings with tally charts and tables, and represented results using pictographs and bar graphs.

Students practiced subtraction using real-world data, interpreting information such as *most/least* and *how many more/fewer* to draw simple conclusions. They organized their findings in tally charts and tables, and represented them through pictographs and bar graphs. By comparing categories, spotting trends, and making connections to real-world ecosystems, learners strengthened their ATL skills in research, thinking, and communication, while growing as confident problem-solvers and inquirers.

Drama:

Students participated in exploring the concept of characterization by using voice, movement, and facial expressions to bring characters to life. They connected this learning to the Unit of Inquiry *Sharing the Planet* by portraying characters engaged in real-world environmental and sharing scenarios. Through role play and group scenes, students gained an understanding of how characters think, feel, and solve problems. They also performed short improvisations and exercises, focusing on clearly expressing emotions and appreciating different perspectives.



Learning and Teaching – This Month

Dance:

Students participated in learning the Contemporary dance form, focusing on coordination of hands and legs Musical interpretation and improvisation (musicality) Individual focus on choreography through body language and expression.



Art:

The students explored the element of art *value* and classified it into different categories using a value or gradation tree. They inquired into how gradation supports composition in art. For their assessment task, students worked on their chosen topic by creating a composition using lines and patterns. Additionally, they explored and applied various clay techniques, such as free-hand modelling and mould usage, to create a Ganesh sculpture. Through this, they experimented with shapes, textures, and forms to express both cultural significance and personal creativity, while also enhancing their fine motor skills and appreciation for artistic traditions.



Learning and Teaching – This Month

Music:

Students continued vocal exercises to fine-tune pitch and tone and practiced basic voice modulation techniques. They rehearsed the patriotic song and completed the final practice before their assessment. Students were assessed on their learning, and a new song was introduced.



Additional Telugu:

Students learnt to recite the telugu rhyme 'amma modaTi daivamu' and also telugu numbers names and rhyme. They learned 1-10 numbers orally. Students also learnt introducing themselves in telugu in the class.

Additional Language Hindi:

Under oral expression, students practiced reciting the poem Dhobi Aaya, through which they learned to count Hindi numbers from one to ten. Students also practised introducing themselves.

French:

Students learned the vocabulary of means of transport in French. Through interactive activities, they practiced naming different transport modes and used them in simple contexts.

Telugu:

This month, students listened to a story and identified *gudi padalu* from it. They also observed related pictures and recorded the words in their notebooks. In addition, they reflected on the *gudi padalu* they commonly use in daily life and shared the meanings with their peers. Through a poem, students explored *gudi deergam padalu* and later discovered more examples from their resource book.

Learning and Teaching - This Month

Hindi:

Students strengthened their Hindi language foundation by revising the Varnmala and building their basic reading skills. They were introduced to the "ई" (Big E) matra and learned how to join it with vyanjan (consonants), form words, read and understand simple sentences, as well as recognize and read familiar words from their surroundings. Their understanding was further reinforced through task sheets, reading practice, resource book exercises, and oral activities involving reading and sentence formation.

PE:

Students practiced previously learned football skills (tapping and dragging). They observed teacher's demonstration of dribbling techniques (using the inside foot, outside foot, and instep/laces), and they practiced the same and participated in recreational game related to football.



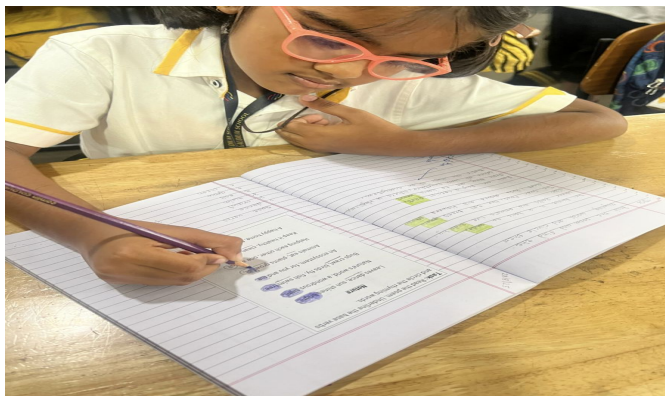
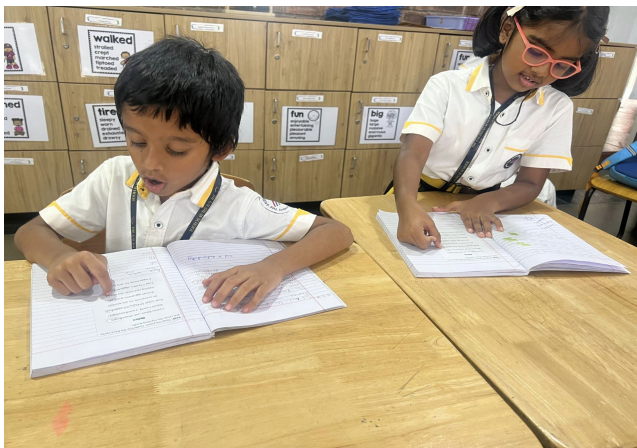
Learning and Teaching - Group presentation on classification of animals and zoo pictures



Learning and Teaching - Addition and subtraction using Resources



Learning and Teaching - Identifying Verbs in different places and Rhyming words



Action

Taking Action was an important part of learning, where students connected their knowledge to real life, applied skills, and reflected on the learner profile attributes. It encouraged them to personalize their actions, make a difference at any age, and celebrate their contributions.

We were proud to share that, under the Unit 1 theme **“How We Express Ourselves – Stories,”** our Grade 2 students took a remarkable initiative. They created a **story booklet**, which was sold during the **Student-led Conferences (SLC)** for ₹100. The proceeds were donated to a meaningful cause, reflecting their sense of empathy and social responsibility.

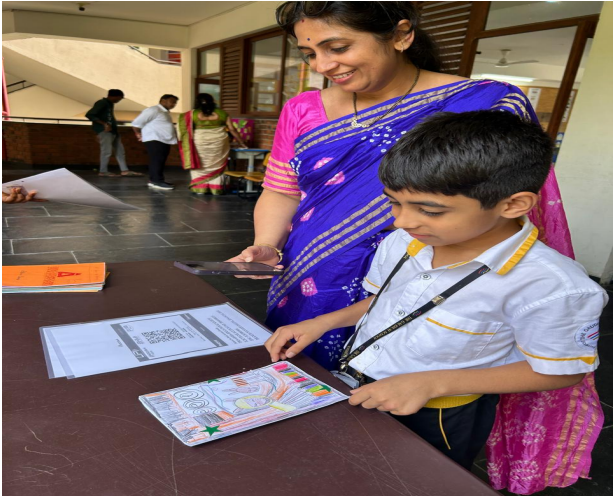
This student-led action was a wonderful example of **social entrepreneurship**—using creativity and prior knowledge to design, illustrate, and assemble meaningful work while supporting positive change. It showed how learners could contribute to local and global communities in innovative, resourceful, and sustainable ways.

The funds collected will be used for good cause showing empathy and responsibility in action.

Grade 2 GB student **Ridhim** dedicated over 50 hours in a month to complete the story book, demonstrating remarkable commitment, creativity, and time management for his age. He also donated two books to the school library, further reflecting his generosity and love for learning.



Student led conferences and Action



Learning and Teaching – Month Ahead

Additional Language Hindi:

Students will focus on body parts and days of the week in Hindi.

Additional Telugu-

Students are going to introduce and explain Telugu names for a few vegetables and colours.

French:

Students will be learning the names of animals in French through engaging activities such as songs, flashcards, and games. These activities will help them recognize and recall animal vocabulary with confidence.

Spanish :

Students will be expanding their vocabulary by learning the months of the year (los meses del año) to develop an understanding of calendar concepts in Spanish. They will also be learning numbers 1 to 20 (números del uno al veinte), which will serve as a foundation for future mathematical concepts in Spanish. These topics will be reinforced through games, songs, and interactive exercises to ensure strong comprehension and retention.

Dance:

Students will explore Hip-hop by practicing bounce leg movements, body hops, waving, turning around, and bouncing. They will also develop improvisation skills to discover a range of new movement possibilities within the dance style.

Music:

Students will be exploring the theme of interdependence through learning a new song. The song will help them understand how people, nature, and communities rely on each other—just like musicians work together to create harmony. Students will also be discovering the different families of musical instruments—strings, woodwinds, brass, and percussion—and learning how each family has a unique sound but comes together to make a complete orchestra.

Drama :

Students will be learning about the Expressions, where they will explore the different gestures and postures. They will practice different body movements and facial exercises to understand their own body expressions, so that they can recreate it perfectly.

Visual arts:

Students will further inquire into the next element of art – shape. They will identify different types of shapes and explore the similarities and differences between line and shape. Students will also experiment with various ways of creating shapes in their artwork, observing how shapes can be used to convey meaning, form, and design.



Learning and Teaching – Month Ahead

Unit	of	Inquiry
Transdisciplinary Theme: Sharing the planet.		
Central Idea: The interdependence between different organisms has an impact on the balance of the ecosystem Lines of Inquiry: •Classification of organisms •Interdependence between organisms and their ecosystem • Significance of sustaining the ecosystem.		
Specified Concepts Function Connection Responsibility		
Additional Concepts: Science (Living things)		
IB	Learner	Profile:
Caring, Thinkers,Balanced, Reflective		
ATLs		
Research	skills (Information	literacy)
Thinking Skills (Critical thinking)		

As part of their ongoing assessment, students will focus on the first line of inquiry – Classification of animals. Using *Frayer’s Model*, they will explore the concept of an “Organism” by defining the term, choosing an example, and describing its characteristics such as habitat and food. Following this, they will participate in an Action Wall discussion, reflecting on guiding questions like *Why does this matter? Who will it impact? What can we do with this learning?* These reflections will help learners connect classroom knowledge to real-life situations, think critically about their responsibility towards animals and habitats, and suggest simple yet meaningful actions.

Building on this, students will also explore the interdependence between organisms and their ecosystems, making further connections to the *design thinking stage of empathy*, learning to view the world from another perspective and recognize the importance of balance in nature.

Transdisciplinary Math:

As part of Data Handling, students will explore how to collect, organize, and present information from their surroundings.



Learning and Teaching – Month Ahead

Transdisciplinary Language:

As part of their inquiry, students will identify rhyming words from selected poems and discover how these sound-pairs work together to shape verse. They will practise creating short, rhythmic stanzas using rhyme families such as *sky / fly, night / light, wide / side, and grow / show*, and will pair them with strong verbs to compose lively “verb-poems.” This experience will enhance sentence flow and expressive language, supporting both oral performance and written composition. It will also build a deeper understanding of poetry structure while strengthening clarity, rhythm, and confidence in speaking and writing. In addition, students will be exploring the wonders of nature through rhyming poems connected to the ecosystem. By blending creativity with environmental awareness, they will learn to express ideas about plants, animals, air, water, and the balance of life in playful yet meaningful verses. This activity will not only enrich their language skills but also help them appreciate the connections that sustain our natural world.

PE:

Students will be inquiring into passing and shooting techniques. They will be observing the teacher’s demonstration of the two-touch and shooting techniques and will share their understanding before practicing the same. Their skills will be assessed using a checklist, along with a review of previously learned skills—dribbling, passing, and shooting.

They will gather observations and record them using tally charts and tables, then represent their findings through pictographs and bar graphs. By practicing strategies such as counting with tally marks in groups of five and using symbols or pictures in pictographs, learners will discover fun and meaningful ways to display information. These activities will not only make data easier to read and compare but also help students develop problem-solving, critical thinking, and communication skills. By connecting math to real-life situations, they will see how data can be used to draw conclusions and support everyday decision-making.

Telugu:

students will listen to a poem to identify and write *kommu padalu*. They will also practice reciting the poem. To deepen their understanding, they will explore pictures connected to *kommu padalu*, list the words in their notebooks, and note down their meanings.

Hindi:

Students will be learning and practicing the “३” (३) matra, expanding their vocabulary through word and sentence reading, and revising Hindi numbers from 1 to 10. They also enjoy reciting a Hindi poem based on matras and listening to a simple story to build their understanding.



Happenings Month Ahead

Events	Dates
Teacher's Day Eid Milad-un-Nabi	05th September 2025
Hindi Diwas	15th September 2025
Autumn Break	September 20 to October 5, 2025
School Reopening	October 6, 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/>

