



EDUCATE • ENRICH • ENLIGHTEN



P R I S M

Grade 2

September 2024-25



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Head of School

Mother Teresa said- "If you can't feed a hundred people, feed just one."

Dear Parents,

The month of September brought in festivity and joy, with the students lovingly shaping their unique 'Ganeshas' and taking them home to revere. I too brought in the festival, celebrating with two clay Ganeshas made by my students of Grade 6 and we could not, as a family, feel happier or more blessed. Thank you students.

Teachers Day was celebrated by the students making each one of us feel so special and loved and respected for who we are and what we do.. indeed a report card for all the efforts that the teachers put in, meticulously planning the future of each child in their care! Thank you Student Council for the meaningful event you planned.

The most incredible joy of September was in the 10 days of Kindness celebrated by the Gaudium Community. Every student from Nursery to Grade 12 participated in expressing gratitude to their parents, teachers and each other.



Students visited the four local schools adopted by The Gaudium with stationery, educational toys and distributed their gifts to other students. Students were kind to the plants at the school nursery by watering them and by weeding.

Students served lunch to the juniors at the cafeteria with warmth and care. Students cleaned and mopped their classrooms, to ease the work of our cleaning staff.



Message from the Head of School

The CAS students organised a medical camp for the support staff for identification and advice from doctors on key identifiers of health. Other students visited an old age home and orphanage to interact with and bring smiles to the people there.

We are deeply grateful to the support of our teachers for making the activities of kindness flow at school; and to our parents for supporting these actions at home. We have lived up to our Core Value of Empathy with your assistance.

As we gear up for the autumn break, we have advised our senior students to work on time management and SMART study skills; students are also going to be busy preparing their little objet d'art for the Farmers Market.

We wish you merriment and laughter and a great vacation before we are back to yet another exciting and busy month ahead!

Sudeshna Chatterjee
Head of School



School Philosophy – 5 Developmental Pillars

Mindfulness and well being :

Students and teachers engaged in various mindfulness activities like Pinwheel breathing, Volcano breath, Shark Fin breathing and Wood chopper breathing. They participated in and practiced a range of mindful movements like Superman pose, and Wonder pose. Students enjoyed practicing sense awareness through senses countdown.



Students practiced self-awareness through bubbles of gratitude, and scenario-based reflections. They further explored the importance of being kind to others, inculcating mindful thinking.

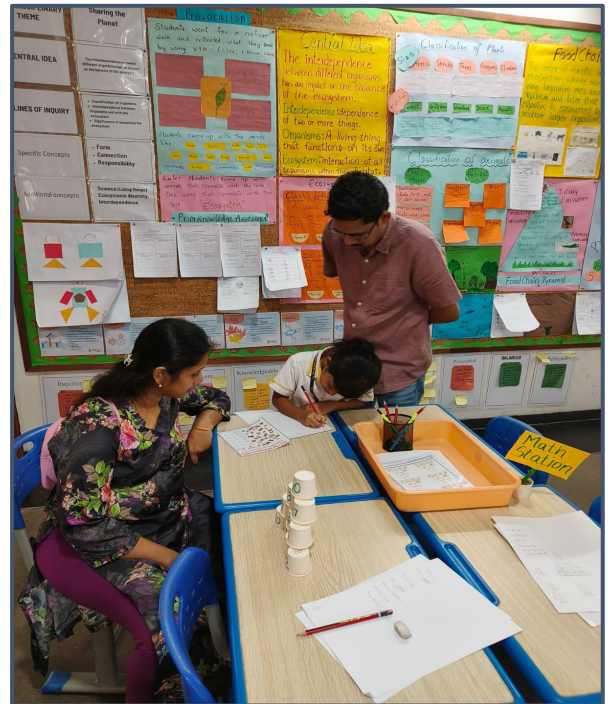


School Philosophy – 5 Developmental Pillars

Stakeholder Engagement:

We had the Student-Led Conference (SLC), where students took ownership of their work, reflected on their learning, and engaged in meaningful discussions with their parents. They shared insights into their academic and co-curricular progress and provided feedback on their growth and achievements. The students organized a special assembly to celebrate Teachers' Day and showcased dances and songs as part of the celebration. Students attended a special assembly in celebration of Kindness Week.

Students created eco-friendly Ganesh idols, and the funds raised from their sale were donated to those in need.



In connection to the action our Grade 2 Students' Initiative for Social Impact, Where students have created a story booklet to make a positive difference in society!

During Teacher-Parent Connect" (TPC) event these booklet were sold and with the fund raised we purchased stationery items for adopted School: Telangana Government Model School, Velimella Village Supported by The Gaudium to empowering underprivileged students with essential stationery items.



School Philosophy – 5 Developmental Pillars

Global Leadership:

The school special assemblies are a part of the global leadership where students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks. They continued to develop and demonstrate ATL and the attributes of IB learner profile by participating actively in the assemblies.

Special assemblies play a vital role in schools, fostering a sense of community, promoting learning, and addressing various needs. Celebrates diversity, promotes cultural awareness, and explores heritage.



Students took part in a special assembly and shared how they will show kindness to their peers, family and community by sharing cards and by sharing their reflections in the kindness wall.

Students began discussing various issues they observe in their surroundings as a starting point for the design thinking process. They were also introduced to the United Nations Sustainable Development Goals, which helped guide their exploration and understanding of global challenges.



International Literacy Day



School Philosophy – 5 Developmental Pillars

Core Values:

This month's focus was on the core value of empathy, which was fostered through various activities. Students explored different ways to demonstrate empathy and engaged in meaningful discussions to reflect on their understanding. They shared insights on the importance of empathy in their lives and how it helps build strong relationships with others.



Students delved into the concepts of awareness and connection by researching their definitions in the dictionary. They expressed their understanding of empathy through both writing and art. During the core values sessions, students also openly shared their feelings and personal reflections.



School Philosophy – 5 Developmental Pillars

Holistic Excellence:

Students did various learning engagement to adopt a healthy lifestyle. To understand the importance of healthy eating habits and taking care of ourselves and our loved ones. We encourage our students to understand the importance of food and the ways it reach us. To understand this approach from 'Farm - to - Table ' and return it back from 'Table - to - Farm'. They attended a guest session by the food department on Food Waste Management. Students were acquainted to look into the 'Zero Wastage of food'.



In order to enhance their literacy skills, we conducted D.E.A.R time for our students. We celebrated International Peace Day with our teachers. They did mandala art along with their peers.

Students watched the movie *The Lorax* to explore and connect with the issue of ecosystem challenges.



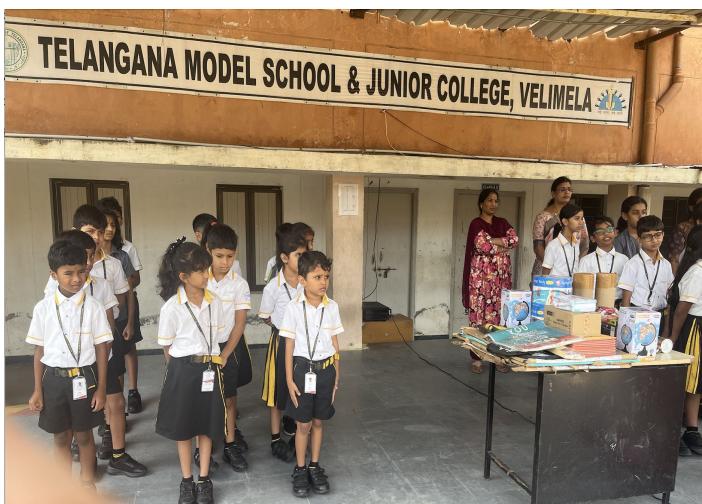
10 Days of Kindness Festival

Kindness Week Celebration by Grade 2 Students

As part of Kindness Week, our Grade 2 students have embarked on a remarkable journey to positively impact society. Story Booklet Initiative The students have created a story booklet, available for purchase during the Teacher-Parent Connect (TPC) for ₹50. All proceeds will be used to purchase stationery items for Government School, a school adopted by The Gaudium. This initiative stems from their inquiry into stories and demonstrates social entrepreneurship, supported by their teachers. By responding to local and global community needs, our students showcase their commitment to social responsibility.



Kindness Week Assembly, During the assembly, students spread kindness through: Heart-warming songs Thought-provoking role-plays, Theatre acts promoting empathy and compassion. Unit of Inquiry: Ecosystem, As part of their ecosystem unit, students: Empathized with birds and animals, Raised awareness about products made from animal skin, nails, and trunks, Created bird feeders using recycled materials, Fed birds in school and their communities. We're proud of our young change-makers!



10 Days of Kindness Festival



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 with the ecosystem
- Significance of sustaining the ecosystem

Specific Concepts

Function

Connection

Responsibility

IB Learner Profile:

Caring, Thinkers, Balanced,
Reflective

Students learned about ecosystems through an exciting approach called the **Design Thinking Process**. This method encouraged creativity, problem-solving, and innovation as our young learners dived into the complexities of ecosystems and explored how we can address real-world environmental challenges.

- Students explored **food chains** and **food webs**, key concepts that help them how energy moves through an ecosystem.
- Understanding food chains and food webs allows them to see how energy flows and how every organism plays a vital role in the ecosystem. It also teaches them about **biodiversity** and how removing even one species can affect many others.
- Students developed as **innovative thinkers and global citizens**. By tackling real-world problems through design thinking, Students learned to think critically and collaboratively to solve environmental issues affecting ecosystems.



Learning and Teaching - This Month

Unit of Inquiry

Transdisciplinary Theme:

How We Organize 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 begin exploring new unit on physical and virtual spaces.

- Students completed a provocation task on physical and virtual spaces where they unpacked the word place. They demonstrated critical thinking and effective communication skills while sharing their findings on personal and public spaces.
- Students further delved into the concept by unpacking the central idea and investigating the definitions of related terms using dictionary resources, thereby enhancing their understanding of the concepts.



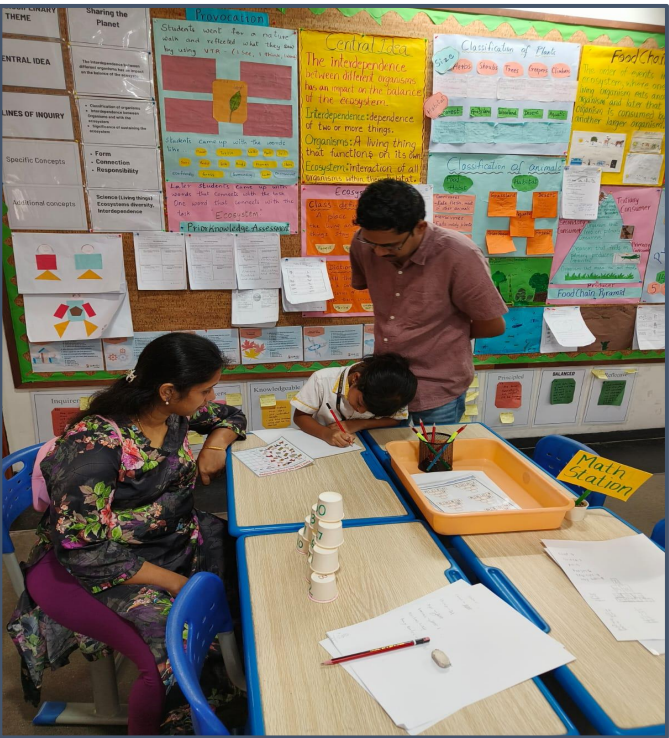


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Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month

Transdisciplinary Language:

“Words can inspire, words can destroy choose yours well”- by Robin Sharma. We at Gaudium empower our students with the most powerful weapon in the world. We made our transdisciplinary language connection to simple present and simple past tense by using them to describe about their daily routine and what they did over the weekend. When children know how to illicit events in accordance to the occurrence of them they get the command over the language.

- Simple present and Simple past sentence structure with their correct verb forms.
- Students framed the rule that says about subject verb agreement using their real life examples.
- Simple present tense - Verb1 (base form of verb).
- Simple past tense - Verb2 (verb+ed or irregular verbs).

By using simple sentences they explored more into simple present and past tense.

Transdisciplinary Math:

This month in our math curriculum, we focused on the exciting concept of data handling! Learning how to collect, organize, and interpret data is an important skill that helps students make sense of the world around them.

Here are some key points:-

Collecting Data: Students learnt how to ask questions and gather responses from their classmates.

Organizing Data: Students explored simple charts, graphs, and tables to organize the information we collect.

Interpreting Data: Students practiced reading and discussing their findings to draw conclusions.

By this concept students enhanced their communication skills and fostered collaboration and teamwork.



Learning and Teaching - This Month

Telugu:

Students learned kommu deergam to etva deergam gunintapu gurtulu, guninta words and sentences. This practice included watching videos of stories and learning songs.

Hindi:

- Students revised *Varnamala* along with the AA and e matras, and practiced forming words using these matras.
- They revisited the poems "Aaye Aaye Nana Aaye" and "Rhimjhim Rhimjhim Jal Barsa" as part of their learning engagements.
- The concept of the big EE matra was introduced, and students framed sentences using words with the EE matra.
- They engaged in learning activities focused on the AA and small e matras, sharing related words and writing them in their notebooks.
- They read stories to enhance their reading skills.

- Students learned counting from 1 to 10 and wrote the numbers in their notebooks.
- They practiced learning the names of the days of the week orally.

French:

In September, students practiced framing sentences with family vocabulary and described their families. They continued expanding their knowledge of salutations by learning additional phrases, such as 'Comment ça va?' and their expressions.

Compulsory Telugu:

In September students continued learning letters and అం,అ: గ,ర,మ, జ,ట,న and also simple words, flower names, vegetable names, Birds names, colors in Telugu.

Spanish:

This month, students introduced to body parts in Spanish - cabeza, mano, piernas , pies , ojos , orejas, nariz etc.



Learning and Teaching - This Month

Art:

- Students were shown different pictures of boxes/balls/cakes etc. and asked to define the shape. They have come out with - fixed/ geometric shapes. The students discussed the meaning of geometric shapes and connected them to objects in their real life that are regular in shape. Students were asked to draw pictures of regular shapes/objects from their immediate surroundings.
- Students were shown a picture/ photograph made of a 3D shape. Students identified the shapes and talked about their properties. They were asked to think of various real-life objects connected to these shapes. They were asked to create an artwork using forms but must start with choosing 2/ 3 figures (3D ONLY). They have made their artwork using cardboard shapes or on paper.
- Students looked at- 5 pictures of Warli art and guess - What? Why? How? Where? They identified the features of Warli painting (teachers shared a PPT on Warli art). They have looked at the figures, theme, colour / medium used! They debated about- why is it called 'Warli art' and when do they think is the time period. Using the same characteristics, they drew a picture of what they saw from the classroom outside.
- Students made Clay Ganesha / own choices which is connected with real life, for better understanding of 3D form.



Learning and Teaching - This Month

PE:

Students did warm up (Stretching and jogging) and they practiced passing skills in football. Students recollected all the skills in football like tapping, dragging, different ways of dribbling and passing then they engaged with different learning engagements to improve these skills as well as they engaged with friendly football matches to improve skills.

Dance:

Students participated in an introductory hip-hop dance session, covering fundamental techniques such as uprock, foot shuffles, spins, turns, and drops, accompanied by dynamic music.

Music:

Students were introduced to the musical tree and fundamental elements of music through interactive keyboard tasks, fostering a comprehensive understanding of musical concepts.

Drama:

Students explored emotions through storytelling and developed an understanding of various emotions. They creatively express their interpretation through a dramatic performance, fostering:

- Emotional awareness
- Empathy
- Creative expression
- Collaboration



Learning and Teaching - Month Ahead

Unit of Inquiry

Transdisciplinary Theme:

How We Organize 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 will continue their fascinating exploration of **physical and virtual spaces**. As part of their ongoing inquiry, they will investigate:

- **Characteristics of Spaces:**
Understanding what makes a space physical (like classrooms, parks) or virtual (such as online platforms and digital environments).
- **Purpose of Spaces:**
Exploring why different spaces exist, how they are used, and what they offer to people in terms of functionality, learning, and interaction.

This experience enhances students' critical thinking, spatial awareness, digital confidence, unlocking their potential for creative expression, informed decision-making, and effective communication.



Learning and Teaching - Month Ahead

Language:

As part of their ongoing literacy journey, students will be exploring new vocabulary concepts in connection with their inquiry into **physical and virtual spaces**. The vocabulary focus will include:

- **Homonyms**
- **Synonyms**
- **Antonyms**

Students will be diving deeper into **grammar** this term! As part of their literacy development, they will be learning about:

- **Adverbs:** Understanding how adverbs describe actions by answering questions like "how," "when," and "where."
- **Punctuation:** Practicing the proper use of periods, commas, question marks, and exclamation marks to help them write more clearly.

- **Prepositions:** Exploring how prepositions work to show relationships between objects, people, and places.

Transdisciplinary connections - Introduction to Informal Writing

We are also introducing students to the basics of informal writing. This will include:

- **Informal Letter writing:** Students will learn how to compose a simple, informal letter with proper greetings, structure, and a closing. It's a wonderful opportunity to start building essential communication skills early on.



Learning and Teaching - Month Ahead

Math:

Students will connect with shapes and areas through an inquiry into physical and virtual spaces. They will explore various 2D and 3D shapes in their surroundings and describe their properties. They will list the similarities and differences between 2D and 3D shapes with their examples.

Transdisciplinary connections:

Students will explore calculating area using non-standard units of measurement for the identified spaces. They will participate in various hands-on learning activities to deepen their understanding of the concept.

Telugu:

The students will learn to read and write remaining gunintapu gurtulu, related words and sentences. This practice included watching videos of stories and learning songs.

Hindi:

Students will listen to story and answer the questions orally.

- They will recite the poems from the resources book and share new words
- Introduction of small and big U matra and words
- Student will do task in the resources book and task sheets related to matra and they will do learning engagements.

French:

Students will explore transportation vocabulary ('les moyens de transport') and focus on understanding subject pronouns, which will help enhance their language skills.



Learning and Teaching - Month Ahead

Compulsory Telugu:

Students will be continue learning letters త,మ,జ,ట,న and also simple words, market , nature, Birds names, colors in Telugu.

Spanish:

Students will revise body parts in Spanish and Additionally they will learn Modes of transport in Spanish.

Art:

Students will work on for Farmer's market art and craft. Students will explore different art form with different art materials.

PE:

Students will start their inquiry on athletics and we will have discussion on track and field.

Students will explore about running techniques and they will do some drills to improve their running movements.

Dance:

Students will learn next set of 4 count and 8 count steps of Hip Hop beginner level (Downrock, Slides, Body isolations, Footwork) with music.

Music:

Students will learn 'Country Roads, Take Me Home' & 'How Far I'll Go' - Moana songs.

Drama:

Students will engage in vocal exercises to develop and refine various voice modulations and pitches, enhancing their vocal expression and communication skills.



Happenings Month Ahead

Events	Date
Autumn Break	October 2nd,2024 - October 13th, 2024.
School Reopens	October 14th, 2024.
10 days of ART Fest	16th - 26th October 2024
Farmer's Market	26th October 2024
Diwali	31st October 2024

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.

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