



# **IB PYP Edition Grade - 3**

**April 2021**



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**Ms Anjalika Sharma**  
**Principal IBPYP**

Dear Parents,  
Greetings!

The success of the academic year 2020-21 rests on our strong vision of unlocking every child's potential, which in turn was achieved through teamwork between students, teachers and parents. The importance of teamwork was demonstrated by our feelings of unity, collaboration, and motivation. We were an effective team that worked as a collective unit, to achieve a common goal.

Marvel's The Avengers, featuring Iron Man, Captain America, the Hulk, and Thor is not just inspiring for comics fans, but also has a huge lesson about teamwork we might not have paid attention to. It is about the value of teams themselves.

The Avengers' Lesson -One is better than one, means that one team is better than one person. A group of five can probably accomplish more than one person alone, but it's when those five people work together as a team that magic happens. The crucial part is making these five individuals trust each other, act as a team and in turn become a part of the whole that is greater than the sum of its parts. When we are part of a team, a truly cohesive unit that functions with a single purpose, we can accomplish wonders.

(Adapted from- <https://www.scoro.com/blog/teamwork-stories-importance-of-teamwork/>)



**Ms Anjalika Sharma**  
**Principal IBPYP**

This academic year 2020-21 was a reflection of the story! It was indeed a challenging year- with opportunities to explore, learn, collaborate, reflect and make a difference in the community around. Our teachers – parents – students worked together as a team in the virtual classrooms to ensure learning continues. Student council elections, design thinking projects, student led conferences, PYP Exhibition were some of the engagements that witnessed student agency in action!

We conclude the academic year on the note that our journey continues, for we firmly believe that our students and all stakeholders will take this collaboration forward, to meaningful heights and achieve greater success in the years to come.

Your support, faith and collaboration in our journey of creating global leaders, who are mindful and enthused with our core values, continues to make a difference! `

Anjalika Sharma

Principal IBPYP

# PYP Coordinator's Desk

**Mindfulness and Well-being-** As a part of the mindfulness activity, the students and teachers practiced bell breathing, squish and relax meditation. As part of self-awareness, they reflected on how do they express themselves, how they collaborate and also reviewed their goals.

As part of well-being, the school counsellors are conducting regular sessions on various themes. This month's theme was 'Anger Management'. During these sessions, the counselor conducted two learning engagements where the students reflected on the situation which triggers or makes them angry. In the second learning engagement the students suggested ways they can control and manage their anger.

**Core Values-** The students focused on the core value 'gratitude'. They read books and gave real life examples of where they have shown the value. The students explored all the core values throughout the academic year.

**Stakeholder Engagement-** All the stakeholders came together to celebrate the IB PYP Exhibition. The parents and teachers came together for the last Parent Teacher Meeting of the academic year.

**Holistic Excellence-** As a part of holistic excellence, the students continued reading books online and grades 3, & 4 continued with their novel study.

**Global Leadership-** The students of grades 1-5 conducted the weekly assembly. The students of grade 5 showcased their learning of the exhibition process.

As a part of the evaluation, the teachers continue to work in their respective groups according to the 4 categories- Environment, Learning, Culture and Purpose to analyze each practice and collect evidence.

Trishna Sharma  
PYP Coordinator

## Online PD Sessions

### Anger Management

A PD Wellness session was conducted on anger management by Ms Zain from Learning Diversity Dept for the staff. The session was mainly focused on how to manage anger and understanding emotional and physical cues with related anger styles which an individual may express in. A learning engagement was included wherein all the members reflected on their anger triggers.

### Self-awareness

A 'Self Awareness' session, was led by Ms.Deesha Patel, Special Educator, that helped in gaining better understanding and knowledge of self. At the beginning of the session, two simulating activities were conducted which enabled the participants to become more aware about themselves and their bodies as a being. The session also highlighted upon the importance, benefits of self-awareness in daily life and at workplace and ways to enhance self-awareness. At the end of the session, participants shared their reflections on the same.

### Mindfulness

During these unprecedented times of anxiety, worry and negativity all around, mindfulness is indeed the need of the hour. With this intention of helping the teachers work on their thoughts and relax themselves, the learning diversity/counselling department, conducted regular sessions for a period of 15-20 minutes. During these sessions, the school counsellor, Ms.Jaswandi Sahasrabudhe, conducted several mindfulness activities like guided meditation, visualization, positive affirmations and Progressive Muscle Relaxation (PMR). These sessions helped the teachers to a greater extent in managing their thoughts and emotions. After every session the staff reflected on their experiences. The counselors have extended this support as a part of community well-being.

## **Group Reading**

The regular group reading session was conducted, wherein teachers met in groups in different meeting rooms and read the section, 'Language in PYP', from the IB publication 'The Learning and Teaching'. They shared their reflections and learning with each other.

## **Nano PD Session- Inquiry Happens Everywhere**

Inquiry-based learning and teaching is one of the foundations of a Primary Years Programme (PYP) education. The Staff attended a nano PD session exploring how and where inquiry is happening, what does inquiry learning look like in our setting and the inquiry practices.

## **Reviewing POI (Programme of Inquiry) and Curriculum**

All the staff members collaborated to review the POI suggesting their views on the Units of Inquiry for each grade level, reflecting upon the key concepts, related concepts and the attributes of the learner profile related to each unit. The homeroom teachers and single subject teachers worked in different groups to review the curriculum as well.

## **Reading Pedagogy Documents**

The team read and reflected on various pedagogy documents that included, innovation, community action, skills, learning choices and learning path.

Ranjeeta Sahoo

Center Head

# Unit of Inquiry Overview

## **Transdisciplinary Theme:**

Where are we in place and time

## **Central Idea:**

Migration is a response to challenges, risk and opportunities

## **Lines of Inquiry:**

- Reasons for migration
- Migration throughout history
- Effects of migration on communities , cultures and individuals

## **Key Concepts:**

Causation, change, function

## **Related Concepts:**

Population, diversity, response

## **IB Learner profile :**

Open-minded, balanced, inquirers



# Monthly Review

## **Unit of Inquiry:**

Students continued their inquiry under the theme 'Where we are in place and time', exploring about migration, reasons for migration, and the challenges, risks and opportunities related. Students plotted the directions on the map of their chosen migration and revisited the elements of map. They had a guest session by Mr. Anuj and Ms. Ranjeeta to further enhance their understanding of the unit.

Students shared their knowledge about various migrations using tools of their choice. They found the meanings of the terms, communities and culture. Students inquired about the risks, challenges and opportunities people face while migrating. They demonstrated communication skills while looking into the effects of migration on place, communities, individuals and the environment.

## **Transdisciplinary Language:**

Students looked into cause and effect while exploring the unit. They continued to add new words to their vocabulary through learning engagements like "word of the day" and "spelling assessments".

Learners explored the elements of informal letter writing. They differentiated between formal and informal letter. Students revisited the concept of adverbs, prepositions, tenses, suffix, prefix and descriptive writing through different learning engagements.

## **Transdisciplinary Math:**

Students engaged in problem- solving related to direction and elapsed time. They also inquired into telling time (half past/quarter past/am/pm).

Students solved word problems related to multiplication and division. They explored line graphs and its elements - title, legend, x-axis, y-axis. Students also revisited the concept of balancing the equation of inverse relationship and equivalent fractions.

# Monthly Review

## **Additional Language:**

### **French:**

Students explored the places of the town and the verb aller.

### **Hindi:**

Students were introduced to the concept of letter writing. They discussed the purpose of letter writing and differentiated between formal and informal letter.

Students read 'Bdalta Gav' and listed new words. They comprehended the story and wrote the importance of Mysore.

### **Telugu:**

Students framed sentences using present , past and future tense. They read sentences and identified the tenses. Students discussed the usage of tenses. They also recited vemana poems.

### **Drama:**

Students worked on the following areas:

- Bringing imagination to life in a performance.
- importance of timing in a performance

# Monthly Review

## **Dance:**

Students revisited the African dance. They discussed the purpose of the dance and explored about the costumes used.

## **PE:**

Students practiced dribbling and passing as a part of basketball skills. They continued to discuss about basketball court and matches.

## **Art:**

Students co-constructed the assessment tools and criteria. They worked on the assessment task and created an artwork of their choice.

## **Music:**

Students continued learning the English folk song-Blowing in the wind.

They also practiced song writing and chose a related topic to write a few lines. They shared their lyrics through Screencastify.

# Learning and Teaching



The screenshot shows a Google Meet interface. On the left, a worksheet titled 'PREPOSITIONS OF TIME - IN ON AT' is displayed. The worksheet includes a table for prepositions and a list of sentences to be completed.

| Hours        | Minutes | Days | Months | Seasons | Years | Birthdays |
|--------------|---------|------|--------|---------|-------|-----------|
| at half past | on      | on   | in     | in      | in    | on        |

Complete the sentences with in, on, at

- The party is at half past six in the afternoon.
- I always go to school on Monday morning.
- You sleep very well at night.
- Students never have lessons on weekends.
- It's cold in the evening in Autumn.
- It's usually warm in spring.
- I get lots of presents on my birthday.
- The lesson always starts on quarter to ten.
- Come to see me on Saturday.
- My sister goes out on weekends.
- I can be at home on ten to one.
- Let's go to the beach on Sunday morning.
- I went to Italy in 2018.
- I always go dancing on Tuesday evening.
- The party is on the morning.
- My father never sleeps on the afternoon.
- I was in France in January.
- Can you call me on a clock?

meet.google.com is sharing your screen. Stop sharing Hide

On the right, a grid of participants is visible, including MAYANSHI SHA..., SRIHITHA BASA..., MAHAK BHARA..., Sri Ghanta Nishi..., Gowri Lakshmi P..., Rishi Elijah Pasala, Alakananda Ton..., SOHAM VENKAT..., Remove from meeting, Vikram Aryak Va..., Chaitra Mukkam..., VED IYER, PRANAV ROOPE..., Ritagnya Nagam..., and Ishi Reddy.

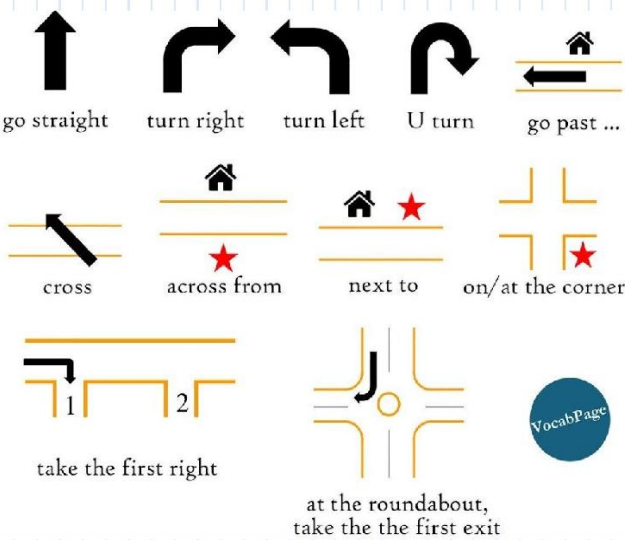


A map that is showing someone's homelt's showing the directions - Aarush

Signs and directions - Mayanshi

Ways to go - Chaitra

One word that comes to your mind is....



Instructions Signs Directions - Soham

The one word is directions - Anishka

They are all directions - Jatin

Image source: www.vocabularypage.com





# Learning and Teaching

[illegible]

# Learning and Teaching

Mental math word problems

File Edit View Insert Format Tools Add-ons Help Last edit was 3 minutes ago

Reconnecting...

Editing

Headings you add to the document will appear here.

## Mental Math

### By Chaitra

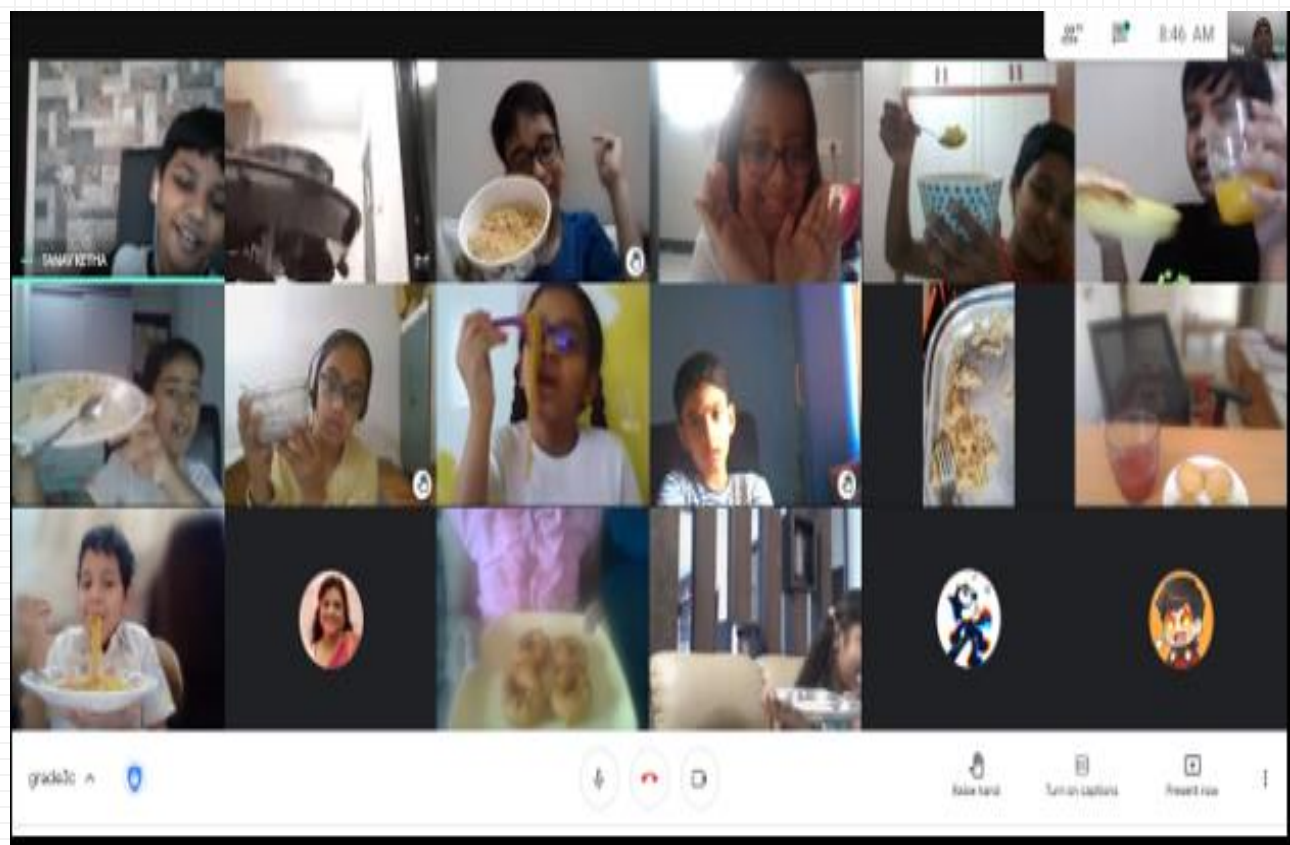
1. I have 10 candies and my father gave me 20 more candies and I ate 5 candies so how many candies are left?  
  
Ans: 25 candies
2. My father and grandfather walk 10km every day so in a year how many kms will they walk?  
  
Ans:  $365 \times 10 = 3,650$  kms
3. On my birthday I got 5 gifts and I got 10 more. How many gifts do I have now?  
  
Ans: 15 gifts
4. In a class there are 72 students, if in 10 classes how many students will be?  
  
Ans:  $72 \times 10 = 720$  students
5. I have 50 toys, I bought 10 more and I gave 20 to my sister. How many toys are left?

# Events- Bonding Over Breakfast

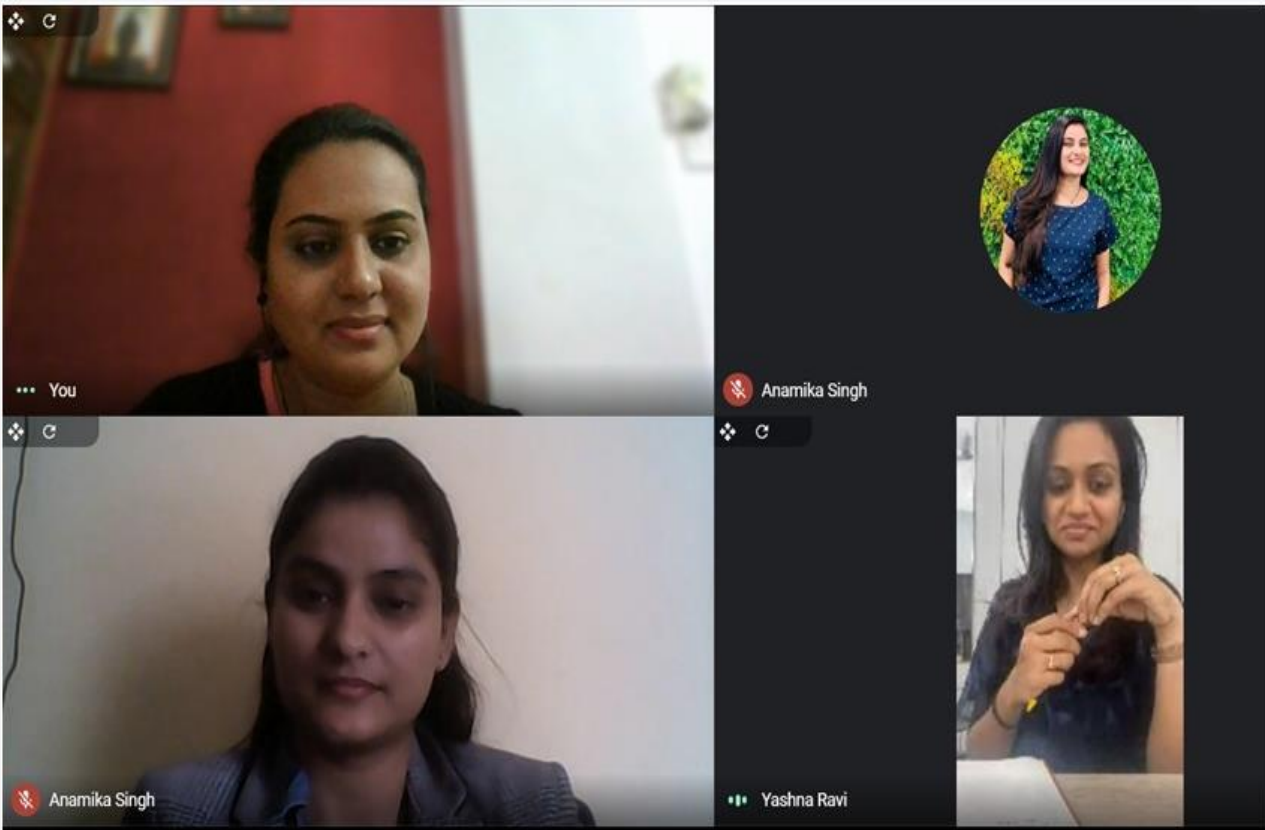
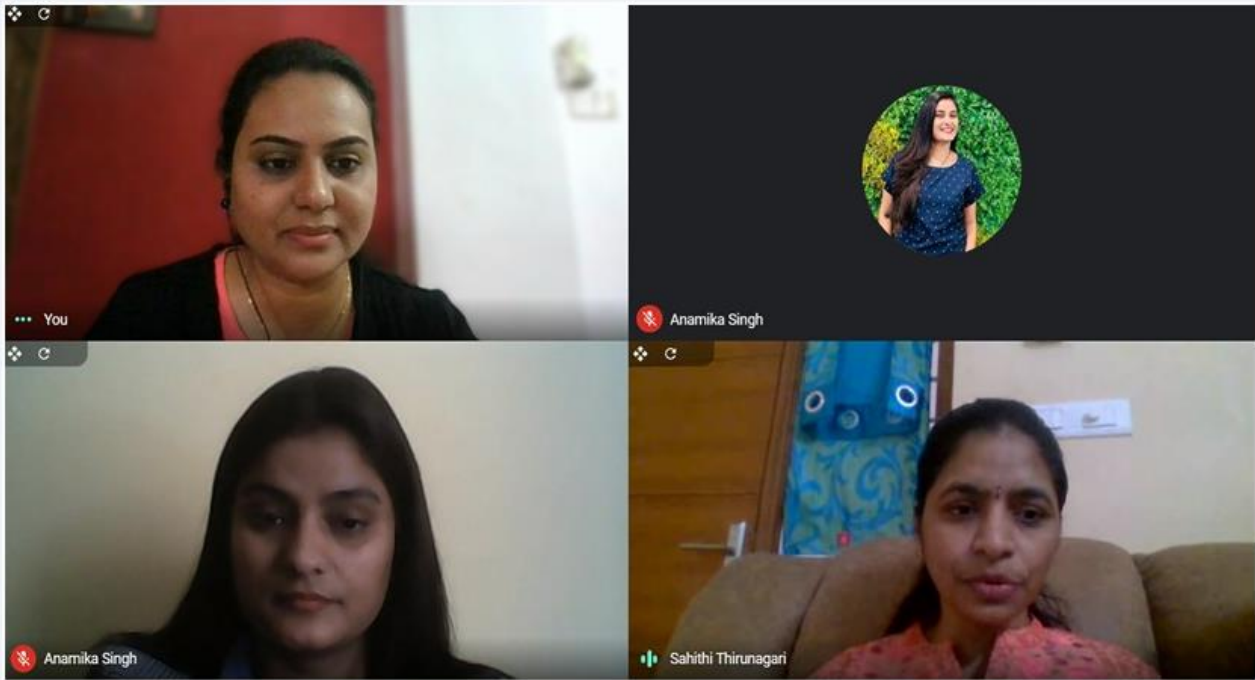




# Events- Bonding Over Breakfast



# Events- Parent Teacher Meeting



# Event Links

Our website:

<https://www.thegaudium.com/>

Learning blogs:

<https://www.thegaudium.com/the-learning-blogs/>

Facebook : For daily updates please like the page.

<https://www.facebook.com/thegaudiumschool/>

Sportopia registration link

<http://sportopia.thegaudium.com/pages/enquiries>

# Editorial Board

Ranjeeta Sahoo

Deepasree Nag  
Mehak Kapoor  
Alna Chandra  
Sumentha Dhir

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Sumitra TL  
Pousali Chatterjee