



# PRISM

Grade 3

# Message from the Principal's Desk

Dear Parents,

Greetings!

Leadership capabilities range from intellectual and interpersonal skills to the conceptual and creative – required in today's environment. Effective leaders are aware of the happenings in this chaotic world. They realize the new and better methods and at the same time integrate it into a cohesive framework that helps others understand the next step forward.

Leaders are not just about decision making and strategy, they are the ones who take risk, go against the grain, often driven by a higher cause, a deep care for others or a complete conviction that they are acting for the greater good.

In this edition of the newsletter I share with you an interesting and a valuable leadership story and lesson!



There was a beautiful kingdom, which was ruled by a prince who took over the Kingdom after his father's death. After few months of ruling, things started testing him.

The drought caused losses for the farmers, many animals, birds, and precious plants in the forest were lost. This was followed by an unknown disease which affected many people. After few months, things started slowly improving before they could recover completely, an enemy king took over the kingdom.



The young king somehow managed to escape and planned to meet his childhood friend who was the king of a neighboring kingdom.

On his way, he was thinking about how all these things could have happened to him. He was born to be a king of the most powerful and richest Kingdom, but now he lost everything. He believed that he had bad luck because nothing has happened to his father or any other king he knew.

When the Young king reached his friend's palace, the guards did not allow him, because of his dirty looks and clothes and he tried many times and all failed. He took a job so that he can buy some clothes. After some days with new clothes, he was allowed to meet his friend.

He explained all the things that happened to him to his friend. After hearing his story, his friend king ordered his people to give him a herd of 100 sheep. The young king was surprised as he was expecting much more than this. He doesn't want to be a shepherd. But he has nothing else, so he took his friend's offer.

After a few days, while he was grazing his herd, a group of wolves attacked his herd and killed all. While the wolves were attacking, the king ran away from that place. Then he again went to his friend and asked for help. This time he gave 50 Sheep. But once again he failed to protect his herd from the wolves. The 3rd time, he was given just 25 sheep. This time young king decided that, if I don't protect my herd from these wolves, he will not get any more help from his friend. So, he studied his place completely and understood the wolves' attacking areas. He added additional fences and guards all around. He continued to monitor the places and talked to all people and kept on learning the tricks of maintaining the herd.

After a few years, his herd has grown into 1000 Sheep.

With so much joy he met his friend and shared his achievement. After hearing him, the friend ordered his ministers to give him a whole state to rule over. Hearing this, he asked his friend "Why you didn't give me the state to rule when I first came to you for help?"

The friend king replied, "First time when you came to me for help, your mindset was like you were born to be a leader, but the truth was you are far from it. You needed to learn to lead your people. So, when I gave you the herd, I was waiting for you to learn, how to manage and lead others. Now I believe you are ready to lead others!"

(Source-<https://winnersstory.com/short-stories-leadership-1/>- adaptation)

Holding a position doesn't make you a leader. Knowing your people better, winning hearts and minds, achieving dreams and goals are important. Leaders handle situations for a better outcome- they make a difference.

Let each one of us ensure that we are leaders, who are ready to make a difference and provide our students opportunities to build their leadership capabilities as well.

**Anjalika Sharma**

**IBPYP Principal**



# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

As we continue our journey this academic year, we aim at nurturing self-efficacy and agency amongst our students. Our teachers and students continue to be a partner in the learning process. The students continue to set goals for their learning, co-construct success criteria, assessment tool and tasks along with their teachers. They have started making connections with attributes of Learner Profile and Approaches to Learning.

As a part of the evaluation our teachers have been divided into 4 groups according to the 4 categories- Environment, Learning, Purpose and Culture.



They have been working in their respective groups and actively collecting evidences and analysing it. We are in the process of reading the self-study questionnaire.

Our parents have been a part of the informative sessions and have been attending it to understand the programme better.

They had sessions for understanding Policies, Assessments in PYP, Design Thinking and Inquiry. We also conducted sessions for our administrative department on policies and alignment of IB mission and school mission.

All our teachers have been registered for an online IB workshop. They will attend the workshop from 1<sup>st</sup> to 29<sup>th</sup> of September.

To improve our well-being, keep ourselves calm and healthy our P.E department has taken an initiative and started the programme "Start your day with Yoga". The students, teachers and parents have started joining us in the morning to practice Yoga asanas.

We value your cooperation, support and trust. Looking forward to have a great year ahead.

**Trishna Sharma**

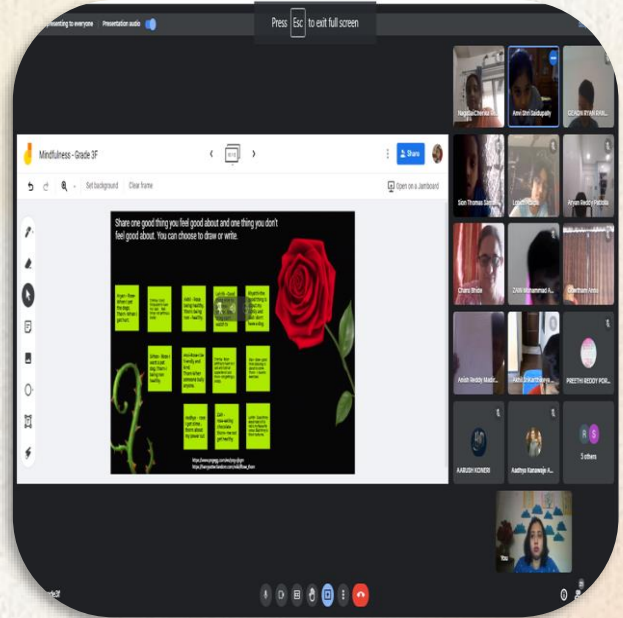
**PYP Coordinator**



# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers have been involved in various mindfulness activities like in-breath out-breath, Bunny breathing, sense countdown, awareness of feelings and emotions, mindful walking, and many more.



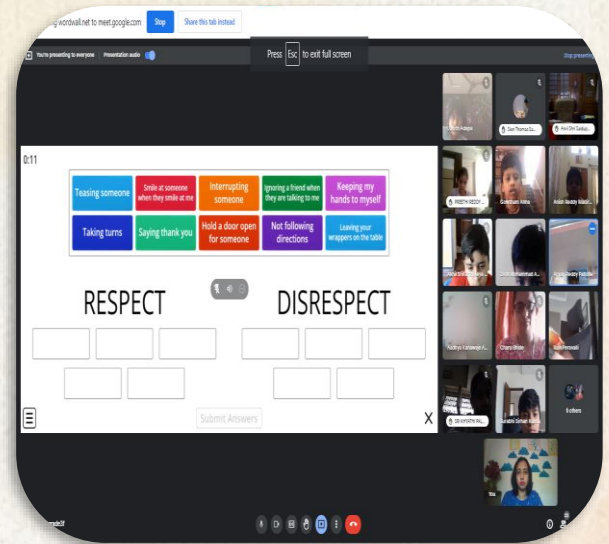
As part of the student well-being program, the student counselor has been taking group sessions on the theme of Emotional regulations. During the session, the counselor introduced basic human emotions and ways to express these emotions. The focus was given more on the emotion 'Anger'. The session also focused on understanding the anger triggers and ways to manage our anger.

# School Philosophy- 5 Developmental Pillars

## Core values

As a part of core-value, students have been discussing 'Respect'. They shared their reflections on how they can show respect towards their parents, teachers, friends, animals, and the environment.

They have been exploring many books on respect. Students also shared about the core value during school assemblies.



## Holistic Excellence

As part of Holistic excellence, students continued reading books online and offline.

DEAR time was conducted for the students which helped them understand the importance of reading. It also helped students develop a love for reading.



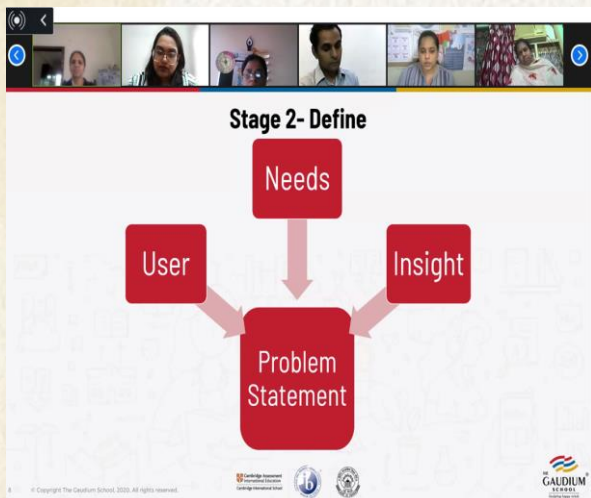


# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

Students had the bonding over breakfast to enhance their bond with their teachers and classmates.

Teachers collaborated and continued to work in their respective groups. They are in process of collecting the evidence for each Standard and Practice.



Teachers and parents are attending informative sessions that are designed primarily to understand the elements of the programme.

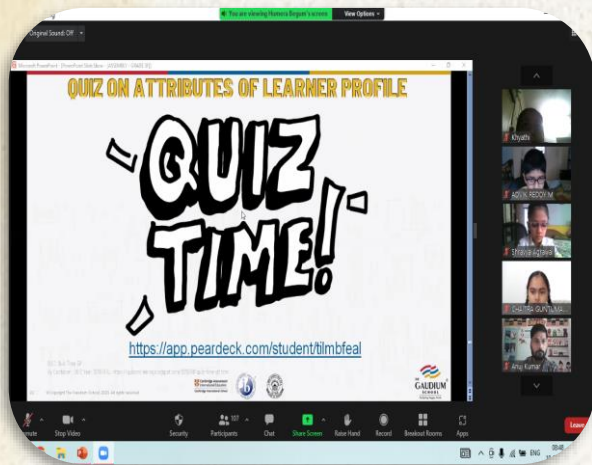
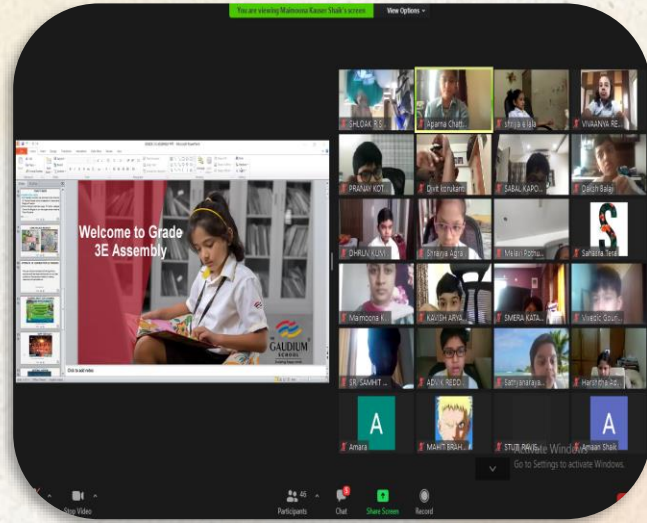
Students, teachers and parents came together to celebrate Independence Day and National Sports Day.

# School Philosophy- 5 Developmental Pillars

## Global Leadership

As part of Global leadership, students are regularly attending and participating in their school assemblies.

Through the assemblies the students have got an opportunity to enhance their communication skills.



Students have been involved in making choices, co-constructing essential agreements, and assessment tasks.

Students engaged in weekly and monthly goal setting.



# Professional Development

## Session by the Inclusion Department

Ms. Jaswandi Sahasrabudhe, School counsellor, conducted a session on Self-criticism. It is an evaluation of one's behaviour and attributes, with recognition of one's weaknesses, errors, and shortcomings. Self-criticism impacts our decision-making skills, leads to clouded thoughts, strained relationships with others and self, and negative thoughts patterns about ourselves. She concluded the session by suggesting few ways we can work on excessive self-criticism and emphasized on the importance to balance self-improvement with self-acceptance.

## Evaluation self-study

We continued to collaborate and share different strategies to collect and analyze the evidence for our self-study process by revisiting the IB standard and practices document.

## Parent informative sessions

We conducted the parent informative and interactive sessions for the parents on various policies, Inquiry, Design Thinking, and Assessments.

These sessions are designed primarily to understand the elements of the programme as well as our journey in the programme.

# Professional Development

## Reading Sessions

The following documents were discussed as part of our regular reading sessions:

**Solo Taxonomy:** This document focused on understanding different levels of thinking within the SOLO taxonomy and discuss how SOLO taxonomy can be used to design learning outcomes across a unit of inquiry (a learning progression), identify inquiry-based strategies to support students and structure success criteria for a specific task.

## Student Language Agreements:

Through this document we developed an understanding of how to establish agreed understandings about language use among students and teachers.

**Translanguaging:** This document covered what translanguaging is. As part of sharing reflections, the team discussed strategies for building an active translanguaging classroom.

**Developing a culture of questions:** We read and shared our reflections on the importance of questions in inquiry learning, and how students can be supported in developing their questioning skills.

**Flexible Unit Time Frames:** The document gave insight to a range of flexible unit time frames and the associated benefits.



# Learning and Teaching- Month Review

## Unit of Inquiry:

### Transdisciplinary theme:

Who we are

### Central Idea:

People's cultural backgrounds impact beliefs, values and actions.

### Lines of inquiry:

Understanding culture and its elements.

Ways people use different experiences to inform perspectives.

Connection between beliefs, values and the actions taken in response to them.

### Key concepts:

Function, Perspective, Connection

### IB learner profile:

Open-minded, Communicators, Balanced

Students were introduced to a new unit of inquiry under the Transdisciplinary theme "Who we are". During provocation, students were shown images related to money, languages, festivals, celebrations, food and they came with the word "Culture".

Students framed a common definition of "Culture" by constructing the meaning. They framed questions and categorized them according to the key concepts.

They were introduced to elements of culture through persona. They read books; watched videos related to different cultures and shared their perspectives with their peers. They came up with their cultural profile and shared their profile with their peers.

# Learning and Teaching- Month Review

Students were introduced to the word "experience" by giving them different scenarios of a person undergoing different experiences. They developed research skills (information-literacy) by exploring different kinds of experiences i.e., social, emotional, intellectual, physical, and virtual experiences.

They were able to connect to the key concept "perspective" and shared how different experiences lead to perspectives.

They explored the meanings of the words "beliefs, values and action". Students made the connection to the key concept "connection" while sharing the connection between these terms.

## Transdisciplinary Language:

Students made connections to elements of the story. They read various stories and identified the elements in them. They also created a story using the story elements.

They were introduced to paragraph writing through "Hamburger strategy". They had various learning engagements on the same that helped them focus on developing their approaches to learning.

They also had their weekly which was co-constructed and it helped them enrich their vocabulary.

They also started reading the novel "Everybody Cooks Rice."

## Transdisciplinary Math:

Students made connections to fractions and were introduced to equivalent fractions.

They also made connections to data handling. They learned how to collect, read and interpret data. They created graphs, solved problems related to graphs, and were able to make real-life connections.

They continued doing mental math every day which helped them reinforce the math concepts.



# Learning and Teaching- Month Review

## **French:**

Students learned the days of the week, months of the year, numbers from 1-50 & names of the family members.

## **Spanish:**

Students learned numbers 1-10, alphabet D, F, and vowels E, I, O, U.

They shared their reflections on their understanding of learner profile and ATL and learned those words in Spanish. Students started reading simple sentences.

They recited rhymes and explored phrases like- ¿Cómo se dice (word/thing name) en Español?.

## **Hindi**

Students read poems and listed the nouns. They used the nouns to frame sentences.

Students read short Panchatantra stories, listened to poetry on animals. They co-constructed the criteria for poem recitation.

Students reflected and shared the attributes of the learner profile and the ATL that they have demonstrated during the learning engagements.

## **Telugu**

The students were introduced to the noun through Panchatantra stories.

While reading the stories they were able to predict what happens next.

Students read poems on animals, found the meaning of new words, and framed sentences using it.

# Learning and Teaching- Month Review

## Drama:

Students worked on the following areas demonstrating the various attributes of the learner profile.

Identification of plot- Identifying the five elements of the plot.

Creating- Creating own stories to explain the elements of the plot.

## Dance:

Students focused on their body postures, twirls such as forward-backward, hand waist, and body coordination.

This helped the students to bring harmony while dancing.

Students also discussed the various attributes of the learner profile and the ATL that they have developed during their learning process.

## PE:

Students discussed and analyzed the difference between running and jogging.

They analyzed the running action while focusing on hand, leg, and body position techniques. They discussed the importance of using proper techniques while performing the physical activity.

Students explored running events such as long-distance, middle distance, and sprint.

## Music:

Students learned and practiced the song, "Take Me Home, Country Roads".

Through classroom discussion, students shared their understanding about the music element rhythm and co-constructed the definition of "Rhythm".

They shared their reflections and the attributes of the learner profile and the ATL that they have demonstrated during their learning.



# Learning and Teaching- Month Review

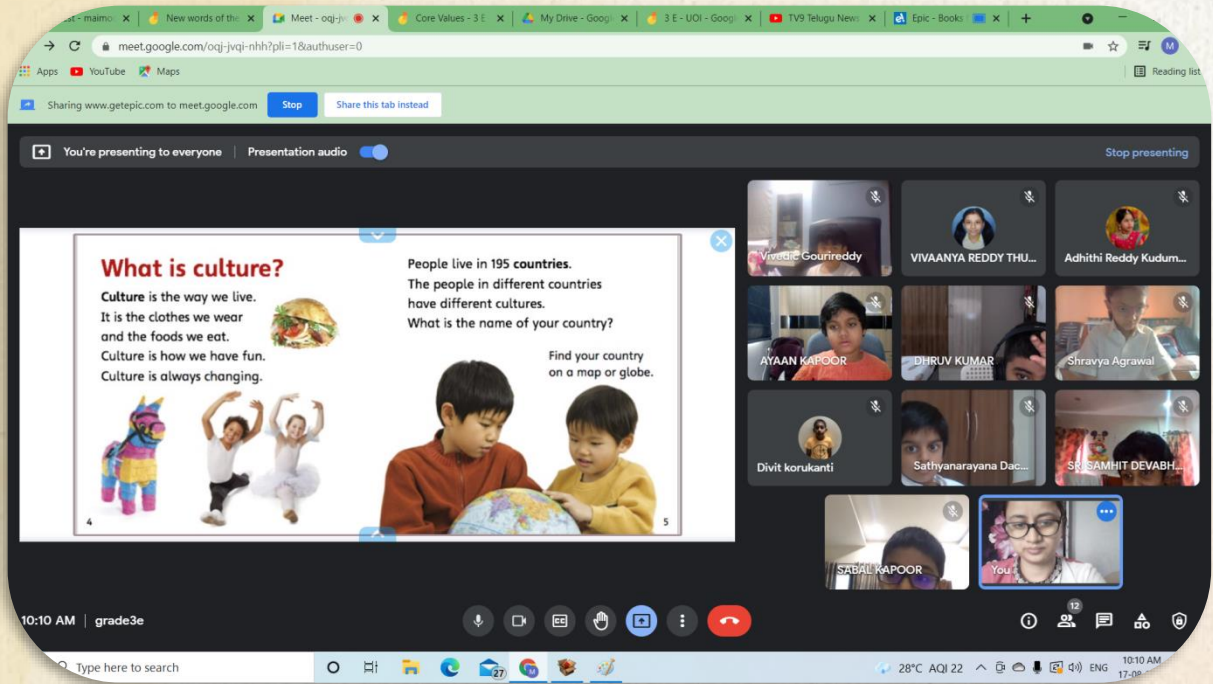
## **Art:**

Students observed various pictures/ artwork/ photographs that show harmony in colour, design, pattern, etc.

They discussed about harmony in art. Students listed down the elements of art to focus on while creating harmony in an artwork.

They made a simple artwork related to what they have seen or want to see around them and described harmony in it.

# Learning and Teaching- Month Review





# Learning and Teaching- Month Ahead

## Transdisciplinary theme:

How we organize ourselves

## Central Idea:

People create organizations to solve problems, support human endeavor and enterprise.

## Lines of inquiry:

Types of organizations

Reasons people join organizations

Purpose of organizations

## Key concepts:

Function, Form, Causation

## IB learner profile:

Thinkers, Risk-takers, Reflective

## Unit of Inquiry:

Students will co-construct the final assessment task, criteria, and tool for their current unit of inquiry.

They will be starting their new unit of inquiry under the theme "How we organize ourselves".

They will explore various organizations and will discuss the characteristics of an organization.

Students will research about the meaning of organizations and the types .

They will list down the reasons for people joining the organization. They will choose an organization and find its purpose.

# Learning and Teaching- Month Ahead

## **Transdisciplinary Language:**

Students will make connections to questioning words, interviews, note-taking.

They will start reading the novel "Iqbal". Spelling assessment and co-constructing spelling list will be a regular feature in homeroom classes.

## **Transdisciplinary Math:**

Students will revisit data handling and will make connections to timeline and money.

They will answer questions related to the timeline. They will explore the concept of conversion and look at conversion of rupees to paisa and paisa to rupees.

Mental Math will be a regular feature in homeroom classes.

## **French:**

Learners will start exploring the verbs ending with ER and IR. In addition, they would frame sentences using the verbs and learn more words and phrases to be used in classroom practices.

## **Telugu:**

Students will continue to read more stories. They will identify the elements of the story and identify nouns and pronouns from the given story.

## **Spanish :**

Learners will explore the basic introduction- saying the name, age, likes, and dislikes in Spanish, alphabet letters G, H, J, K, L, M, N, P, Q, R, S, and related words with them in Spanish.



# Learning and Teaching- Month Ahead

## **Hindi:**

Students will read a story Bal Kahani and share their perspectives. They will identify the nouns and define the word - saravanam/ pronouns.

Students will list down the pronouns, summarize the story and write a paragraph. Students will recite the poem.

## **Drama:**

Students will work on the following areas:

- Improvisation of story.
- Exploring the connection between character and properties

## **Art:**

Students will look at a range of artwork made with pencils. They will discuss- how are these different from what we have seen before or done before?

They will discuss about pencil sketching- what is it? How is it done? Students will look at any object on their table and sketch it using a pencil only.

Students will arrange a few objects that are available and display it on a table and construct it in 3 D form using pencil shading. They will identify the 3D forms used.

# Learning and Teaching- Month Ahead

## **Music:**

Students will explore various "Tempo" through various tracks. Students will try to sing a song with a different tempo to understand the importance of the same.

Students will revise all the elements- "Tune, Pitch, Rhythm and Tempo". Students will also revise the song, "Take me home, country roads". They will co-construct the assessment task, tool, and criteria.

## **PE:**

Students will explore types of running starts such as standing and sitting starts. They will research why these starts are important for running races. They will also explore throwing events in the field events.

## **Dance:**

Students will be introduced to styles like rock and roll. They will also co-construct the assessment task, tools and criteria for the assessments.



# Happenings Month Ahead

Teachers Day Celebration: 4<sup>th</sup> September

International Literacy day: 8<sup>th</sup> September

Bonding Over Breakfast: 11<sup>th</sup> September

World Mindfulness Day: 13<sup>th</sup> September

Hindi Divas: 14<sup>th</sup> September

International Dot Day: 15<sup>th</sup> September

Student Led Conference: 18<sup>th</sup> September

International Day of Peace & World Gratitude Day: 21<sup>st</sup> September

## **Our website:**

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

## **Events link:**

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

## **Learning blogs:**

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

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