



PRISM

Grade 3

Message from the Principal's Desk

Dear Parents,

Greetings!

After 18 months of silence and empty classrooms, it was a delight to welcome our students back into the school. We made extensive preparation and planned to ensure safety for all stakeholders.

Our aim was to reacclimatize our student, and re-engage positive connections with all, which are essential for learning and way ahead.

It was really wonderful to see shining eyes peeping over the masks, as students arrived ready for the school. Thank you to all parents for helping and preparing our children for the journey ahead. The PYP team of teachers were jubilant too to come back to their students and colleagues.

In the meantime, we continue working on the 1st programme evaluation journey, which is steadily progressing towards its closure by the end of December, 2021.



With school successfully submitting the preliminary documents of the visit, we are working on our programme development plan, which refers to the process where school engages in strengthening the implementation of the IB programme.

It is focused, time-bound and grounded in the IB programme standards and practices. Programme development planning records our progress to develop the programme and represents our capacity to implement IB learning and teaching practices and an IB education overall.

This experience reminds me of a story that reconfirms our firm belief in team work and collaboration.

Once upon a time there was a little drop of water who dreamed of becoming a snowflake and turning the landscape white. Years passed, and then there was a great drought which evaporated the little drop from the lake where he lived. When he reached the sky, he became part of a small cloud. As soon as the weather turned cold, the little drop looked for a nice bit of countryside where he could fall, and help cover the place in snow.

But only a little bit of snow fell, and as soon as it touched the ground, it melted. And there the little drop had to remain, waiting for the sun's rays to shine again, and send him back up to the clouds. When the sun shone, the little drop ascended once more, turned to snow again, and down he fell. Again, just after landing, he melted. This happened several times. Finally, the little drop went and joined a great big cloud, where millions of other drops had crowded together. Despite being gigantic, conditions in that cloud were rather uncomfortable. A few of the drops were ordering everyone else around, making them squash up together, amid a great racket.

Our little drop wasn't keen on all this, and he considered falling down to Earth again, but a nice, friendly drop next to him managed to talk him out of it. - "Where are you going?! You don't want to take part?" Seeing how surprised our little drop looked, the friendly drop explained they were preparing for a big snowfall-"All of us here love being snow, and covering the land for days; that's why we've all gathered together here. Years ago, I would try doing it on my own, but I learned I couldn't manage it without help. I found this nice cloud, where we all help each other a little. And thanks to our teamwork, we've made some of the best snowfalls ever!" A little later, both drops were flying down through the sky as snowflakes, surrounded by millions and millions of other flakes, turning the green fields white. With great joy, our little drop realized that when everyone worked together they could achieve what had at first seemed impossible.

(Adapted/acknowledged- <https://freestoriesforkids.com/children/stories-and-tales/raindrop-snowflake>)

On this note, I thank you all for being with us in our journey of making learning collaborative, engaging, significant and relevant for our students, and in turn prepare them for life!

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

We were excited and delighted to welcome our dear students back to school. The teachers and students were thrilled to meet each other.

The students explored the campus met their friends offline and continued their journey of learning.

They framed new essential agreements for the physical classroom. They looked excited to learn. The entire staff made sure that the protocols were followed within and outside the classrooms.



We successfully completed and submitted our preliminary documents for the Evaluation visit. However, we continue to work on collecting evidence and completing the questionnaire for the Standards and Practices document.

All our stakeholders came together to make a difference and help the artisans during the Farmers Market. We conducted our 2nd Parents Teacher Meeting and shared the first term reports for the academic year with our parents.

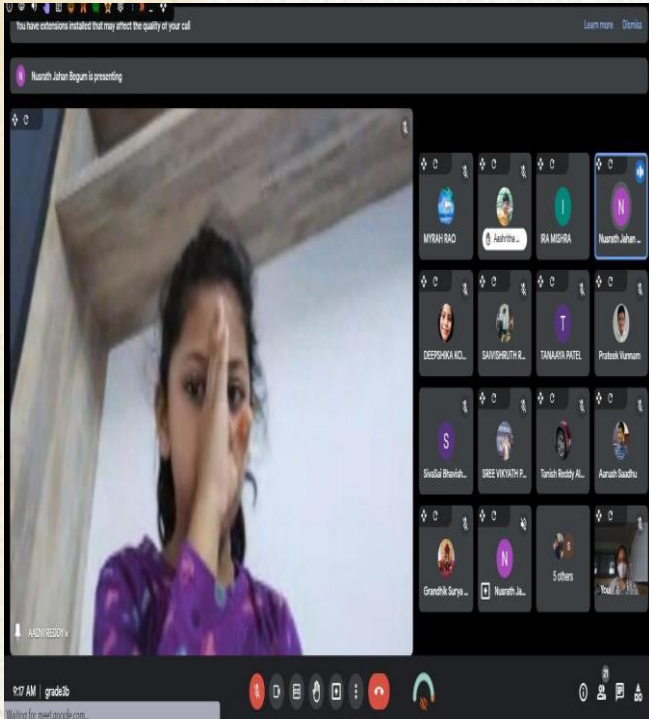
We thank all our parents for their cooperation, trust and support. Looking forward to have a great year ahead.

Trishna Sharma
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers continued practicing various mindfulness activities like pinwheel breathing, superman pose, find your senses activity, calming down exercise, wonder pose, balloon breathing, shark fin breathing, tree pose, volcano breathing, mindful listening, understanding emotions zone, etc.

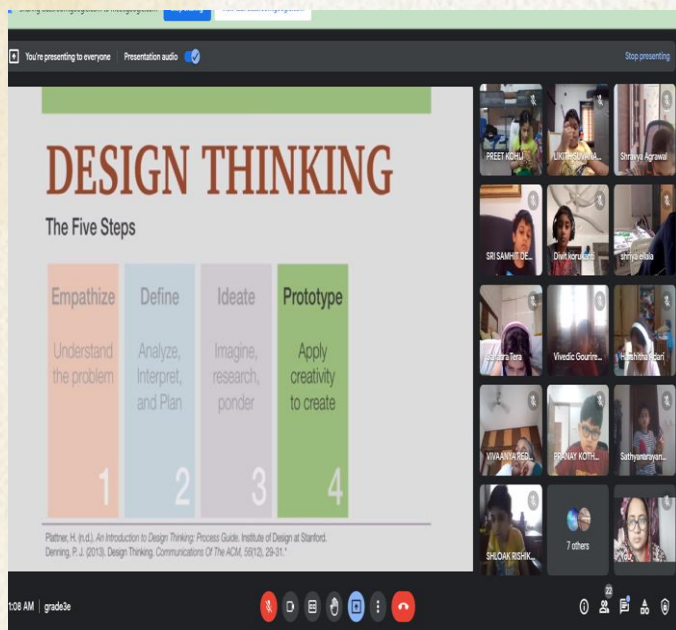


Students also discussed about the features that contribute to their social and emotional well-being.

School Philosophy- 5 Developmental Pillars

Core Values

As a part of core-value, students have been discussing 'Perseverance and Gratitude'. They have been exploring many books and stories on perseverance. Students also shared about it during the classroom discussions. Students watched a video and read stories on gratitude and reflected on the same. Students did many activities like Gratitude jar, Random act of kindness, etc.



Holistic Excellence

Students were engaged in the Design Thinking Process to identify the problems faced by the various organization.

They discussed and shared various innovative ideas to solve the problems.

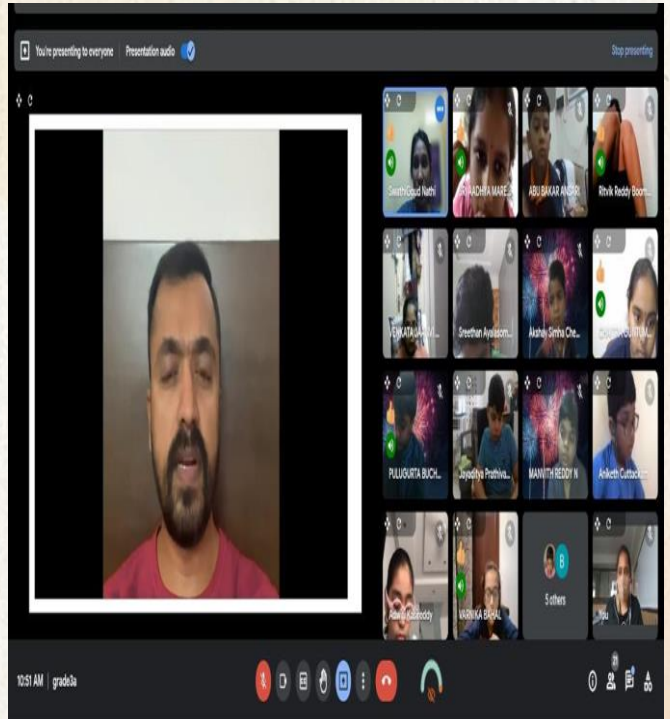
School Philosophy- 5 Developmental Pillars

Stakeholder engagement

As a part of stakeholder engagement, various events were conducted. Ventriloquist Show was held during the children's day.

The students celebrated Diwali celebrations and participated in the "International Elderly Day".

Parent teachers meeting was conducted to share and discuss the learning progress of each student with parents individually for the first term.



Students and teachers connected well through the event, "Farmers Market ' for reviving connections with the stakeholders.

We joined hands for the betterment of artisans, craftsmen and those whose business was affected due to Covid. All hands meetings were conducted with a management to understand the perspective of the employees and parents needs.



School Philosophy- 5 Developmental Pillars

Global Leadership

Students participated in designing their classroom environment by discussing about the learning spaces. They discussed and shared interesting ideas and co-constructed the essential agreements for using the different spaces. They also shared their views about the setting and resources to be kept in each learning space.



As the students started coming to school physically, they began by co constructing the essential agreements to be followed in the school premises. This provided opportunity for them to take ownership of their behaviour and responsibility of maintaining their own and school resources. Students displayed their leadership skills by taking the ownership of their learning by setting their learning goals.



Professional Development

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.

We shared the standard and practices with the other team members and reflected on the same.

We also read, reflected and completed the self-study questionnaire in our respective groups.

Reading Sessions

We revisited and read the IB learner profile, Approaches to Learning.

We collaboratively re-read and reflected on the IB PYP planners.

Session by Inclusion and Learning Diversity (ILD)

We had a session by our school special educator Ms. Nanitha Dulam on "Challenges faced by the students in their learning."

She shared various strategies to the facilitators to use in their learning and teaching.

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary theme:

How we organize ourselves

Central Idea:

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

Lines of inquiry:

- Types of organizations
- Reasons people join organizations
- Purpose of organizations

Key concepts:

function, form, causation

IB learner profile:

Open-minded, Communicators, Balanced

Students started their inquiry under the theme, "How we organize ourselves". Students used different resources to find the meaning of the term "organization". They identified the school as an organization and were able to describe and list the features of an organization.

During the inquiry, learners listed the names of different organizations and sorted them into local, national and international organizations.

Further research and class discussions helped them to know about the private, public, and non-governmental organizations. While exploring the types of the organization they identified the differences and similarities between different types of organizations.

During the homeroom discussions, they were able to make connections with the words- profit, tax, income, loss, employee, ownership, hierarchy, fund, service, structure, and so on.

Learning and Teaching- This Month

They connected them with the key concept of function and causation while investigating about reasons people join an organization and the purpose of the organization.

Learners further enhanced their learning by reading and reflecting on a variety of books from "Get Epic" as well as handouts on an organization. Students chose a particular organization, researched about it, and shared with their peers. Through these presentations, students understood various types of organizations, features, and the purposes of organizations. They were enthusiastic and excited to interview people to find out the reasons people join an organization. They analyzed, evaluated, and found the reasons for people to join an organization.

Students were provided with different learning experiences like read aloud, show and tell, guest talk, presentation, conducting interviews to explore more about an organization. Further investigation helped them to identify problems faced in an organization and their impact.

They prepared questionnaires and conducted interviews of people working in organizations to find out the problems faced by an organization in a real-life context. They were able to define the root cause of the problem. Further research enabled them to come with innovative solutions.

Transdisciplinary Language:

While inquiring about the concept "organize", students made connections to sentences, types of sentences, prepositions, and paragraph writing.

They also connected to an interview while discussing the reasons people join an organization. They inquired about interviews, through videos and other learning experiences, and found features of interviews, types of interviews, various steps for conducting interviews, different ways of recording interviews, and how to prepare questionnaires.

Learning and Teaching- This Month

Students also connected to the cause and effect while discussing problems faced in an organization. While preparing the questionnaire for an interview, they made connections with the question words – 5 w’s and 1 H, types of questions- open-ended and closed-ended.

Transdisciplinary Math

Students were able to connect to the number systems, patterns, ascending and descending order, place value, odd and even, expanded form, addition, subtraction, multiplication during their inquiry process. They solved and created a variety of word problems.

Students also made a transdisciplinary connection with data handling, when they analysed the survey conducted by them to know about the reason people join an organization.

They used bar graphs, pie charts, and pictographs to represent the collected data. They understood the elements of bar graphs, as well as where and how to use them through further research.

Students connected to the concept of measurement- money while discussing features of an organization and the reason people join an organization. They solved word problems on money and understood the concept of conversions.

PE:

Students explored field events (Jumping and throwing events). Students performed different types of starts and they explored why these starts are important for the running races. Students analyzed and explored the types of running events (such as short distance, middle distance, and long-distance) They explored types of running starts such as the standing and crouch starts.

Learning and Teaching- This Month

French:

Students learned the conjugations of Er and Ir verbs. They learned the use of action words in the sentences.

They listed down new words and found the meanings. They were able to connect to adjectives during their class.

Spanish:

Students revisited the alphabets, numbers (0-20) with pronunciation. They also read and wrote the same.

They co-constructed the success criteria and were given choice to choose describing their friend / themselves / pictures. Students read a poem on bravery and identified adjectives. They also reflected on the attributes of the learner profile and the ATL that they have developed during their learning.

Students also explored personal pronouns and 10 basic Colors.

Hindi :

Learners read the story Chhotee Cheej ka Kaam Bada and listed down nouns, pronouns, and action words.

Telugu:

Students continued to read stories. They inquired about the social conditions of the period the story belonged to.

They framed questions related to the story and shared with their peers. They also found the answers for their research questions. Learners also reflected on how the story is similar and different while comparing with other stories.

Students built new vocabulary from the stories. They practiced framing questions and finding answers.

Learning and Teaching- This Month

Art:

Students had a learning engagement to differentiate the textures between a collage and poster. They concluded that collage is implied / artificial.

Students were given a choice of anyone theme- rains, lockdown, a game to create a collage.

Students designed the task and co-constructed the criteria for the same as identification of texture, purpose.

Students inquired into landscape drawing artist Mark Rothko's painting.

Students looked into the timeline of Mark Rothko and inquired into his drawing and the purpose. They looked at paintings and identified the background, foreground, and middle ground. They also learned to draw a landscape picture.

Dance:

Learners have learned the choreography of rock and roll. The very new style forte will help them enhance focus and stabilize the energy.

Drama:

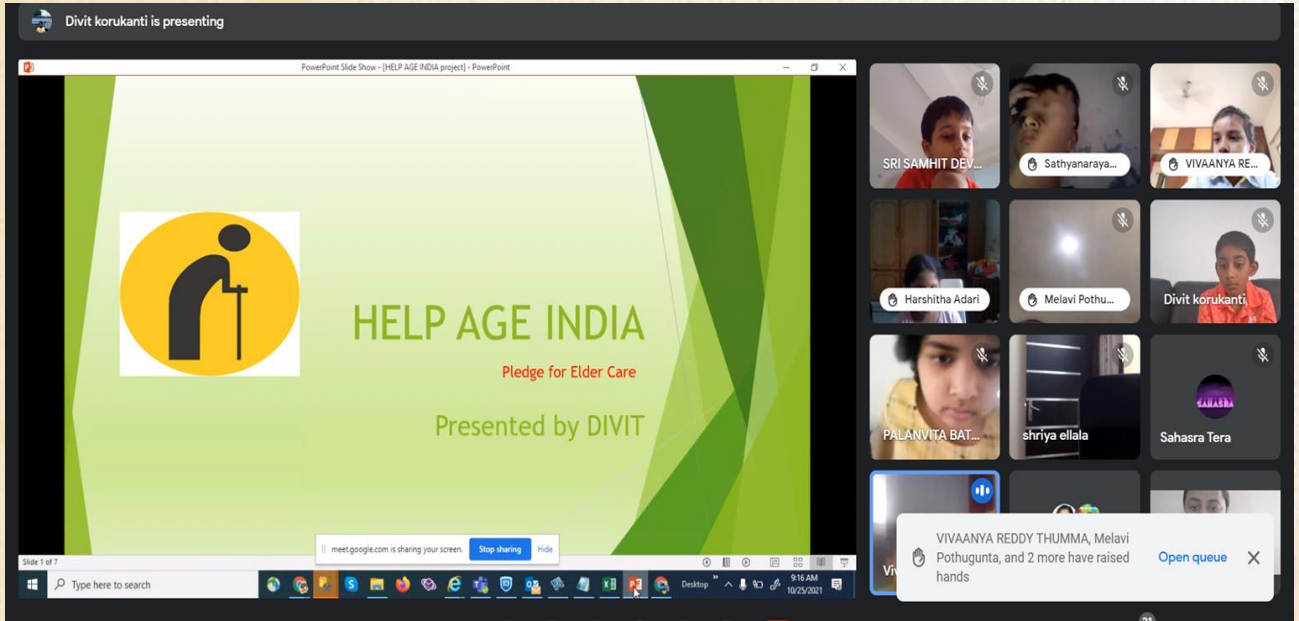
Students worked on the following areas:

Improvisation of story, dialogue. Exploring the connection between character and properties. This helped them demonstrate the attribute of the learner profile risk-takers, communicators and thinkers.

Music:

Students were introduced to a Bengali folk song, "Ekla cholo re". Students listened to the song in and practiced the pronunciation of the lyrics. Students also understood the meaning of the lyrics and structure of the song.

Learning and Teaching- This Month



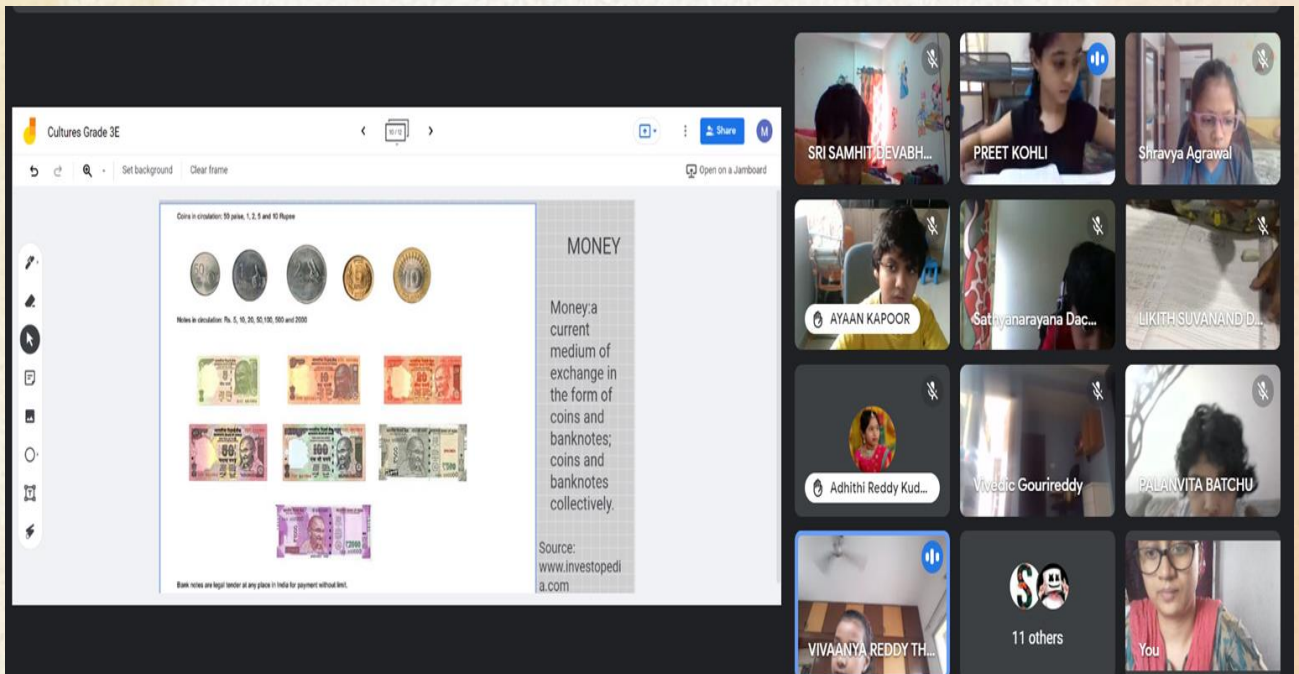
Divit korukanti is presenting

PowerPoint Slide Show - [HELP AGE INDIA project] - PowerPoint

HELP AGE INDIA
Pledge for Elder Care
Presented by DIVIT

Participants: SRI SAMHIT DEV..., Sathyanaraya..., VIVAANYA RE..., Harshitha Adari, Melavi Pothu..., Divit korukanti, PALANVITA BAT..., shriya ellala, Sahasra Tera

VIVAANYA REDDY THUMMA, Melavi Pothugunta, and 2 more have raised hands



Cultures Grade 3E

Coins in circulation: 50 paise, 1, 2, 5 and 10 Rupees

Notes in circulation: Rs. 5, 10, 20, 50, 100, 500 and 2000

MONEY

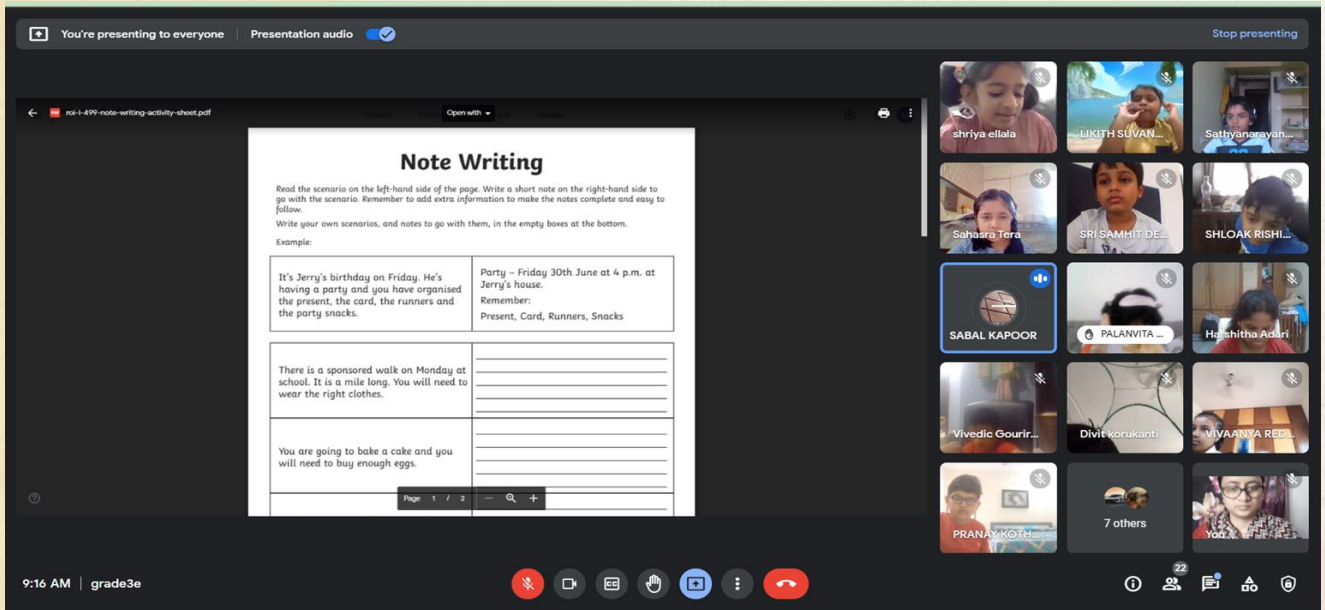
Money: a current medium of exchange in the form of coins and banknotes; coins and banknotes collectively.

Source: www.investopedi.a.com

Participants: SRI SAMHIT DEVABH..., PREET KOHLI, Shrivaya Agrawal, AYAAN KAPOOR, Sathyanarayana Dac..., LIKITH SUVANAND..., Adhithi Reddy Kud..., Vvedic Gourireddy, PALANVITA BATCHU, VIVAANYA REDDY TH..., 11 others, You

Learning and Teaching- This Month

Transdisciplinary language: Note taking, interview



This screenshot shows a Zoom meeting interface. The main window displays a PDF document titled "Note Writing". The document contains the following text:

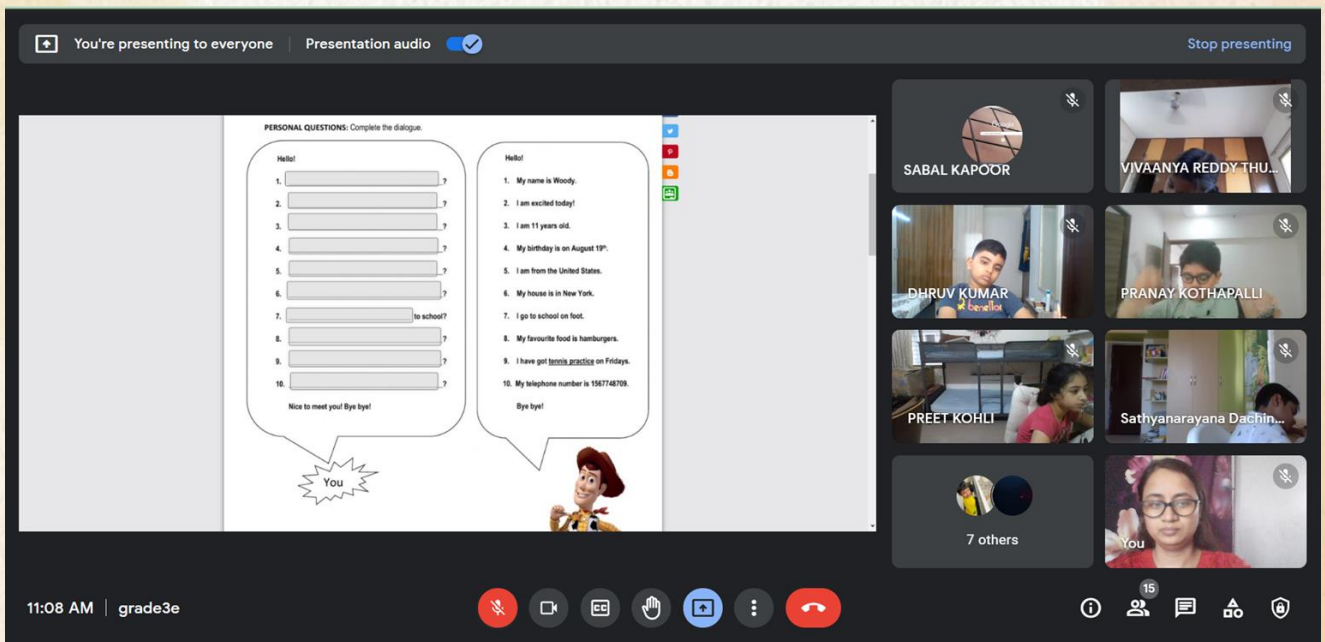
Note Writing

Read the scenario on the left-hand side of the page. Write a short note on the right-hand side to go with the scenario. Remember to add extra information to make the notes complete and easy to follow. Write your own scenarios, and notes to go with them, in the empty boxes at the bottom.

Example:

It's Jerry's birthday on Friday. He's having a party and you have organised the present, the card, the runners and the party snacks.	Party - Friday 30th June at 4 p.m. at Jerry's house. Remember: Present, Card, Runners, Snacks
There is a sponsored walk on Monday at school. It is a mile long. You will need to wear the right clothes.	
You are going to bake a cake and you will need to buy enough eggs.	

The Zoom interface shows a grid of participants on the right, including shriya ellala, LIKITH SUVAN..., Sathyaharayan..., Saharaa Tera, SRI SAMHIT DE..., SHLOAK RISHI..., SABAL KAPOOR, PALANVITA..., Hrishitha Adari, Vivedic Gourir..., Divit korukanti, VIVAANYA REDDY..., PRANAY KOTHAPALLI, and 7 others. The bottom status bar shows "9:16 AM | grade3e".



This screenshot shows a Zoom meeting interface. The main window displays a PDF document titled "PERSONAL QUESTIONS: Complete the dialogue." The document contains the following text:

PERSONAL QUESTIONS: Complete the dialogue.

Hello!

1. My name is Woody. ?
2. I am excited today! ?
3. I am 11 years old. ?
4. My birthday is on August 19th. ?
5. I am from the United States. ?
6. My house is in New York. ?
7. I go to school on foot. ?
8. My favourite food is hamburgers. ?
9. I have got tennis practice on Fridays. ?
10. My telephone number is 1567748709. ?

Nice to meet you! Bye bye!

Bye bye!

The Zoom interface shows a grid of participants on the right, including SABAL KAPOOR, VIVAANYA REDDY THU..., DHHRUV KUMAR, PRANAY KOTHAPALLI, PREET KOHLI, Sathyaharayana Dachin..., and 7 others. The bottom status bar shows "11:08 AM | grade3e".

Learning and Teaching- Month Ahead

Transdisciplinary theme:

How we express ourselves

Central Idea:

Images communicate ideas and information.

Lines of inquiry:

- The use of static and moving images in different media
- Interconnectedness of design elements
- Ways people interpret and respond to images

Key concepts:

Function, connection, perspective

IB learner profile:

Communicators, Inquirers
Knowledgeable,

Unit of Inquiry:

In the month of December, students will inquire about types and purpose of media, the difference between media and medium, the use of static and moving images in different media, design elements, interconnectedness of design elements, and ways people interpret and respond to images.

They will also explore the concept of imagery, creativity, and communication.

They will look at the different types of images and sort it into static and moving. They will inquire about the use of various images.

They will explore about the design elements and how they are interconnected.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will connect to character sketches, descriptive writing, adjectives, and picture compositions while inquiring into images that communicate ideas and information.

They will make a transdisciplinary connection with question words, summary writing, compare/contrast while exploring digital, print, and social media.

When students inquire into ways people interpret and respond to images they may connect to book reviews, and persuasive writing. Through these concepts, students will understand that are multiple purposes of writing, and the words we choose and how we choose to use them enable us to share our imagination and ideas.

Transdisciplinary Math:

Students will connect with the concept of pattern while inquiring about images. Students will learn analyzing patterns and identifying rules for patterns helps to make predictions.

They will connect to shapes, types of lines, and angles while exploring elements of design. They will understand geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.

French: Students will identify the numbers up to 70. They will learn the interaction and language skills in their daily communication in French, collaboration skill while working together to learn numbers and some simple sentences.

Telugu:

Students will read different stories and discuss the differences and purpose in the stories. Students will build new vocabulary, learn their meaning and learn antonyms.

Spanish :

Students will learn Salutations, Goodbyes and courtesy words like Thank you, Sorry, May I use the washroom, Can I borrow a pen etc in Spanish which will improve their communication and social skills.

Learning and Teaching- Month Ahead

Hindi:

Students will read an adventure story. They will compare the two stories that they read in previous classes and share the similarities and differences between them. Learners will list down the words which make the story – adventurous. They will sort the words into - verbs and adjectives. Students will frame sentences / write a paragraph / a short story and share with their peers.

Drama:

Students will continue to work on the following areas :

- Improvisation of dialogue.
- Improvisation of expressions.

Dance:

Students will be introduced to intense movements for the rock and roll genre. They will focus on agility, coordination, and strength, etc.

Art:

Students will inquire about Hundertwasser’s artwork. They will analyse and interpret the artist’s portrait work and its purpose.

Students will also make a portrait of a friend/ a family member. They will share with their peers and seek feedback and feedforward.

PE:

Students will be performing – different types of starts and they will explore why these starts are important for the running races. Students will be exploring field events like jumping and throwing.

Music:

Students will continue learning a song. “This land is your land” by Woody Guthrie. They will also learn the Indian folk song.

Happenings Month Ahead

Airtel Marathon run-12th December
Christmas Celebrations and Gratitude day-22nd December
Winter break- 23rd December- 2nd January
2022 School reopens- 3rd January

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/>

Facebook : For daily updates please like the page.

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