



PRISM

Grade 3

Message from the Principal's Desk

Dear Parents,

Hope you are all safe and in good health! As uncertainty continues to exist large before us, I share a story with you, which pushed me to think about ourselves.

Aman was walking near a group of elephants that was halted by a small rope tied to their front leg. He was amazed by the fact that the huge elephants were not even making an attempt to break the rope and set themselves free. He saw an elephant trainer standing beside them and expressed his puzzled state of mind. The trainer said "when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them.



As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free." It is the false belief of the elephants that denied their freedom for life time.

(source-

<https://www.edsys.in/motivational-stories-for-students/>)

It is very important that we inculcate in ourselves good self-esteem and positive thinking, as both these lead to positive actions including goal setting, problem solving, dealing with others, taking risks and building a balanced life. Positive action motivates us to achieve our goals which in turn makes us happy, confident and in control to manage challenges and learnt from our mistakes.

We need to do a few things together to ensure that we are ready to face any adversity or challenge with grit and resilience

1. Practice mindfulness
2. Set goals and have vision for self
3. Learn to solve problems with a solution
4. Value your ideas and views - never shy away from taking risks.
5. Be responsible for your actions
6. Spend time with people who matter the most to you
7. Have a balanced life-time for everything including self

The PYP team has been trying to follow these during their reflective journey of self-study for the programme evaluation due in February, 2022. They have been gathering data from all stakeholders and evidences of learning and teaching to identify and analyze areas we have been doing well and areas we need to continue growing!

On this note, I thank you all for being with us in our journey of making learning collaborative both online and offline, preparing students for the future!

Anjalika Sharma

IB PYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

As our evaluation is due in February 2022, our team has reflected and analyzed the evidences collected for the Programme Standards and Practices and Programme Development. We have submitted the self- study questionnaire successfully on the IB concierge.

Students of grades 1, 2 and PP2 had opportunities to develop and demonstrate their critical and creative thinking skills while engaging in Design Thinking process. They came up with innovative solutions for existing problems. Our students of Grade PP1 shared their ideas for a useful and safe play equipment that they would like to design for their friends.



Students of Grade PP2 shared n what they would like to invent given an opportunity, who they would invent it for and why. They are currently working on ideating and designing the prototype using the Design Thinking process.

In connection with the current unit of inquiry, our Grade 1 students used Design Thinking to identify potential problems around them and find solutions demonstrating their imagination and creativity.

Students in Grade 2 inquired into challenges associated with a choice of material, during its manufacturing or processing or with the byproducts. They used the Design Thinking process to come up with innovative solutions and prototype to overcome the challenges identified.

The students of grade 5 students continue with their process of exhibition they are currently framing the central idea and the lines of inquiry.

We look forward to your continuous encouragement and support in your child's learning journey.

Trishna Sharma
PYP Coordinator

Professional Development

Reading Sessions

We read and reflected the IB publications. We also shared the best practices and the perspectives from our learning and teaching.

Teachers watched an episode of their choice from the show-‘Shark Tank India’, from the given links.

<https://www.youtube.com/watch?v=8tfP0oX3pds>

<https://www.youtube.com/watch?v=wh928LKHS6Y>

https://www.youtube.com/watch?v=Yl1KIO__aiE&list=PLzufeTFnhupwqGc-IVUPwviLVP0gsx8_w&index=1

After watching the episode, they reflected and shared-

- Three things that they have understood/learnt
- Two things that they will take it forward or implement in their classroom
- One aspect of the PYP that they could connects to

The team also engaged in inquiring and researching on innovation and Design Thinking and shared videos related building resources. They shared their understanding and reflections.

Session by Inclusion and Learning Diversity (ILD)

Our school counselor Ms. Syeda Hadiya Naaz took a session on well-being of the teachers. She shared few strategies to overcome the challenges during this pandemic. She also engaged the staff in practicing mindfulness.

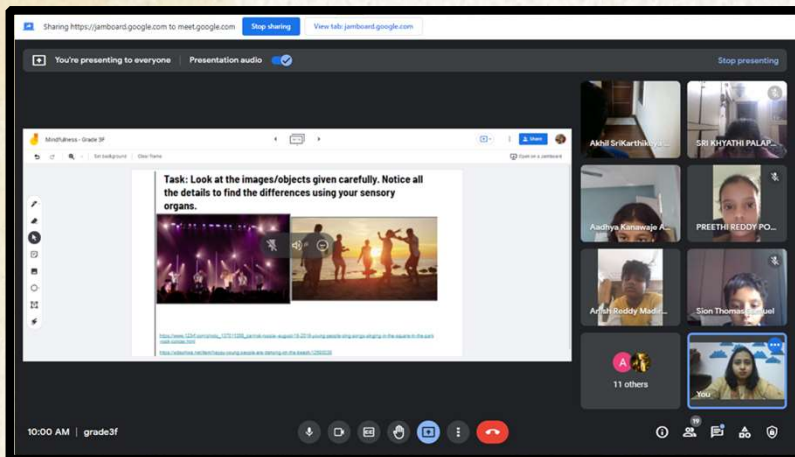
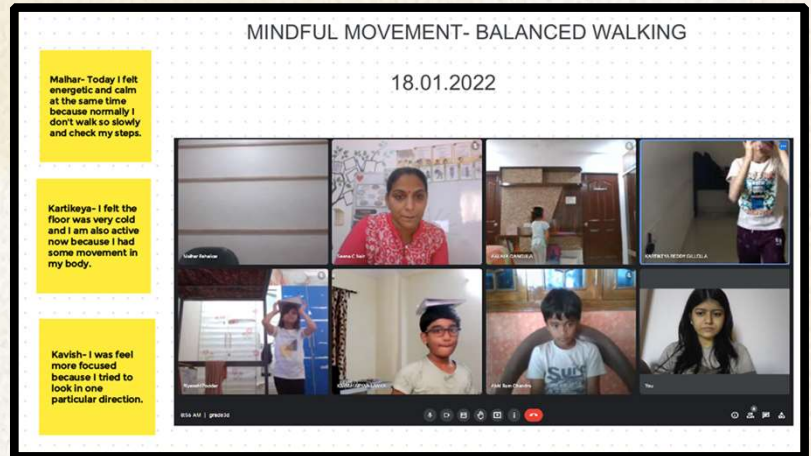
Evaluation

We continued to collaborate and share different strategies in our respective groups. We read and reflected on the self study questionnaire and completed the document. We revisited the Programme Development Plan and analyzed the collected evidence.

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been involved in various mindfulness activities like flower breathing, wood chopper breathing, heartbeat exercise, mindful listening, mindful observation, vision board, positive affirmations etc.



School counsellor took a session where she asked the students to share the things, they are grateful for in the year 2021 and their goals for 2022.

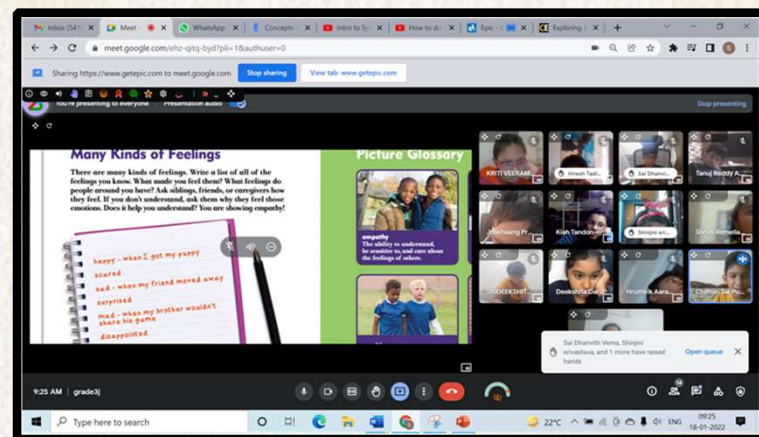
She also took a small session along with learning engagement on Personal space.

School Philosophy- 5 Developmental Pillars

Core Values

This month's core value "Integrity" was inculcated in students in various ways: They have been discussing about how they can show integrity in their real-life situations.

They read books and watched videos on Integrity and reflected on the same. We will be continuing building "Integrity" core value in the month of February also.



Holistic Excellence

Students continued to make connections with the attributes of the learner profile and Approaches to learning during learning and teaching.

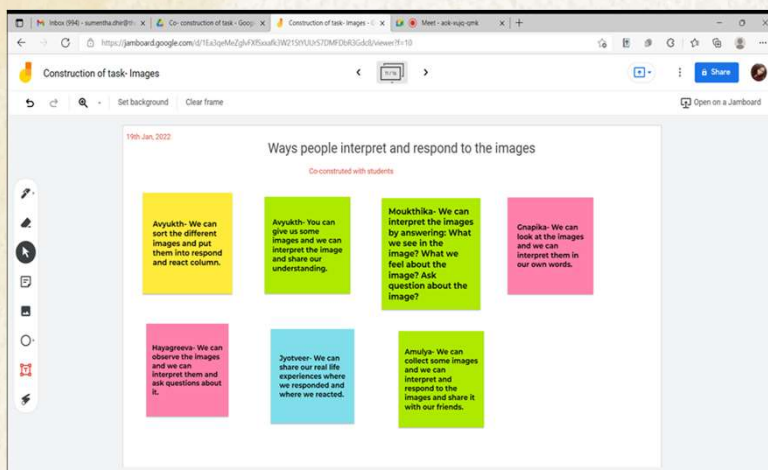
They also visited their school library and explored new resources.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

As a part of stakeholder engagement, teachers made regular mentor calls to check the progress and health of the students and their family members during this Pandemic time.

Students and teachers celebrated Christmas and Republic day.



Global Leadership:

Students were provided opportunities to demonstrate agency in their classrooms. They were also provided with the opportunities to take the ownership of their learning goals.

Learning and Teaching- Month Review

Transdisciplinary theme:

How we express ourselves

Central Idea:

Images communicate information and ideas.

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:

Inquirers, Knowledgeable, Communicators

Unit of Inquiry:

In the current inquiry under the theme "How we express ourselves", the students came up with the word image, photo & picture during the provocation task. They used different resources to find the meaning of the term "Image".

They came up with the term Media and they developed Research Skills (Media and Information Literacy skills) while deepening their understanding on media and its types.

They shared their findings with their peers and identified the types of images and categorized them into different types of media.

While looking at the images, the students came up with words like colour, texture, size, form, lines (elements of design) and made a flip book.

Learning and Teaching- Month Review

The students differentiated moving and static images and identified where and why they are used.

They created an image by using design elements. They read/heard different scenarios and came up with words like react, respond, interpret. They looked at various images (moving and static) and shared their perspectives on how they respond to an image.

Transdisciplinary Math-

The students made connections to 2D and 3D shapes, lines, types of lines, angles, types of Angles (right, obtuse and acute angles), Symmetry and its types.

The students listed down the 2D and 3D shapes that they already know about and inquired about their properties.

They continued doing Mental Math and solving problems related to the concepts covered so far.

Transdisciplinary Language:

The students made connections to adjectives, descriptive writing, character sketch where they described the character of a personality and behaviour.

They read a story of their choice and listed the characteristics of a character.

Students inquired about synonyms and antonyms. They continued developing their vocabulary.

Additional Languages

Hindi:

The students heard an adventure story and read the story using the criteria- pronunciation, fluency, voice modulations and punctuation.

Students came up with similarities and differences between the two stories heard and sorted the words into - verbs and adjectives.

The students also made connection to prediction and shared the end of the stories. They also created their own stories.

Learning and Teaching- Month Review

French:

Students explored numbers upto 79. They identified the names of colours and used it to frame sentences.

Telugu:

Students were introduced to 'sahasa kathalu' stories.

They participated in reading the stories and identified the differences and similarities between the stories read. They also practiced synonyms and opposites.

Spanish:

Students started inquiring into ordinal and cardinal numbers. They revisited the sounds of the letters of the alphabet and learned the usage of different greeting phrases in their daily life.

PE:

Students performed different types of starts and explored why these are important for running races. They inquired about the crouch start techniques.

They listed various field events they know of and had a discussion about the same.

Drama:

Students worked on the following areas demonstrated the attributes of being a Risk-taker, Communicators and Thinkers.

They worked on

- Improvisation of Dialogue.
- Improvisation of expressions.

The learning engagements focused on the improvisation of expressions which included emotions, gestures, postures, body movement, voice and speech. They worked in groups, pairs and individually to explore the concept.

Learning and Teaching- Month Review

Art:

Students watched a video / listened to a story of how some children make things out of paper.

Students made a list of the features of origami and where is it from? They tried to make an object using paper.

Students made an artwork using all the 4 origami objects – by sticking them on paper as 2 D or 3D and created a story around it.

Music:

Students sang two songs.

1. Ekla cholo re - By Rabindranath Tagore
2. This land is your land - By Woodie Guthrie

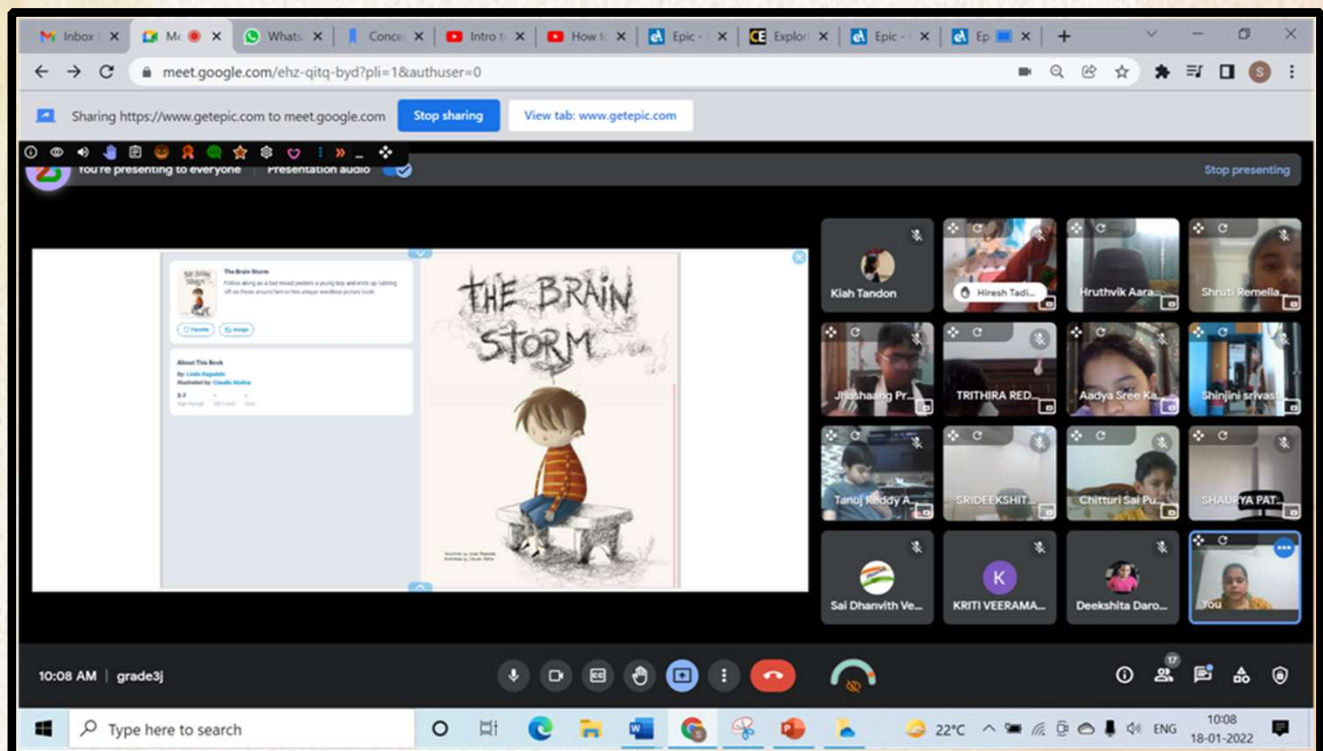
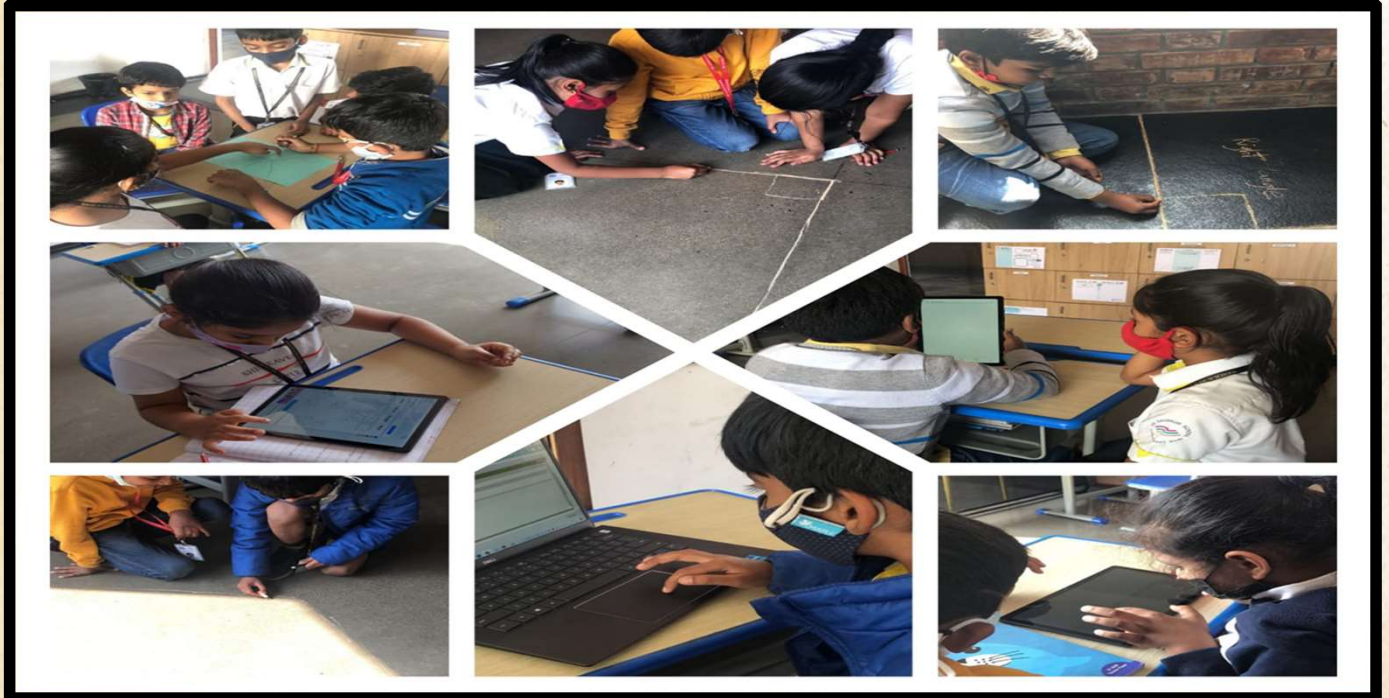
They sang the songs keeping the music elements, tune, pitch, rhythm and tempo in mind.

They identified similarities and differences between two versions of the same song and understood that music changes over a period of time for various reasons.

Dance:

Students started to inquire about freestyle. The dance form focuses on unexpected movements, self-expression, and freedom –while simultaneously maintaining a strong focus on technique.

Learning and Teaching- Month Review



Learning and Teaching- Month Review

The screenshot shows a Google Meet interface. The main window displays a presentation slide titled "What is Line?" by Susan Markowitz Meredith. The slide content includes: "Identifies lines in art and demonstrates how differently shaped lines are used to create texture, movement, patterns, and emotion." It also features a "Favorite" button, an "Assign" button, and a section titled "About This Book" by Susan Markowitz Meredith. The slide image shows a child drawing. The top of the screen shows a sharing link and controls. The right side shows a grid of participant video feeds, including Aryan Reddy Patlolla, Aakshi Sri Karthikeya, PREETHI REDDY PO..., Anvi Shri Saidupally, Naina Sajja, Aadhya Kanawaje A..., and a group of 4 others. The bottom status bar shows the time as 11:26 AM and the user as grade3f.

The screenshot shows a Google Meet interface. The main window displays a presentation slide with three images: a red heart, a purple butterfly, and a green square. Below the images, the text asks: "What do the three shapes have in common?" and mentions "Image source:". The top of the screen shows a sharing link and controls. The right side shows a grid of participant video feeds, including Hruthvik Aarav, Hires Tadigotla, TRITHIRA RE..., Kiah Tandon, KRITI VEERAMA, Chinjini srivastava, Chittur Sai Pun, Tanuj Reddy Alla, Sneekshita Daroo..., Sai Dhanvith Ve..., Vedaang Tirumala, and Aadya Sree Kavip... A notification at the bottom right states: "Kiah Tandon and TRITHIRA REDDY have raised hands". The bottom status bar shows the time as 11:44 AM and the user as grade3j.

Learning and Teaching- Month Review

Anchor Chart x (750) Pinterest x 3C- TD lang x Mental math x 3C- Ar x My Drive - x Meet x Dashboard x My sumptu x Definition x +

https://meet.google.com/iip-apno-kpd?pli=1&authuser=0

Sharing https://jamboard.google.com to meet.google.com Stop sharing View tab: jamboard.google.com

You're presenting to everyone Presentation audio Stop presenting

3C- Angles

18th Jan, 2022

Task- Write your name using capital letters on a piece of paper .Find out and label line segments and types of angles in your name

Essential agreement for the task- We will raise our hand to speak. We will finish our task in 15 mins. We will write neatly.

Success criteria- We will be able to find out the line segments and types of angles in our names.

Which attribute of the learner profile did you demonstrate today?

Which ATL did you build today?

For example:

10:04 AM | grade3c

Anchor Chart x (750) Pinterest x 3C- TD lang x Mental math x 3C- Angles - C x My Drive - Go x Meet - ij x React and Res x Summary Wri x +

https://meet.google.com/iip-apno-kpd?pli=1&authuser=0

You're presenting to everyone Stop presenting

Guest task Grade 5 WHO'S PEOPLE RESPOND TO MESSAGES - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Help Tell me what you want to do

5

6

7

8

9

Slide 8 of 9 English (India)

WHY DO SOME PEOPLE REACT AND SOME RESPOND?

why? why? why? why?

Source: https://www.bolnisi.com/2009/07/5-why-analysis-using-table.html

Click to add notes

11:22 AM | grade3c

Avyukth Gella and Deekshita Gorela have raised hands Open queue

Learning and Teaching- Month Ahead

Transdisciplinary theme:

Where we are in Place and Time

Central Idea:

Migration is a response to challenges, risks and opportunities.

Lines of inquiry:

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

Key concepts:

causation, change, connection

IB learner profile:

Knowledgeable, Open-minded, Inquirers, Caring

Unit of Inquiry:

The students will be inquiring into the new theme "Where we are in place and time". They will explore the term migration. They will find the difference between migration, and immigration.

They will list the reasons of migration and conduct surveys/interviews for the same. They will watch videos, read passages, stories on migration.

They will find out about different migrations that have happened throughout history and research about it.

The students will define the terms challenges, risks, opportunities and shares where do they face these in their lives.

Transdisciplinary Math-

The students might connect to Measurement (Distance), Time, Timeline, Calendar along with the problem solving.

Learning and Teaching- Month Ahead

They will also look at map pointing and directions.

Transdisciplinary Language

Students will make connections to cause and effect while looking at the effects of migration.

They will continue to add new words to their vocabulary. They will make connections to tense, antonyms, suffixes, prefixes.

Students will explore - letter writing and differentiate formal and informal letter through different learning engagements.

Additional Languages:

Hindi

Students will read a poem on nature / weather/ season (with rhyming words at the end). They will identify adjectives and will use these to write a paragraph about their experience of nature / weather/ season.

Students will recite the poem and seek peer feedback & feedforward. While doing the same they will connect to fact and opinion and look at what the terms mean.

Learning and Teaching- Month Ahead

French:

In the month of February, the students will identify cities in France. They will read facts about the country.

They will continue to identify colours and use it to frame sentences.

Spanish:

Students will continue to explore cardinal and ordinal numbers in Spanish. They will further inquire into simple sentences, short stories by participating actively in the different learning engagements.

Telugu:

Students will be describing pictures and explore the concept of adjectives. They will see pictures and share 'what they see, what will happen next and predict what will happen next.

They will read poems and identify adjectives and share its importance while writing a poem.

PE:

Students will engage in different types of learning engagements that will help them understand importance of regular practice in sports and games.

They will explore techniques that involve different sports and games and will have discussions on Yoga and its importance.

Art:

Students will identify the different colours used by the artists. They will sort the colours into categories. Example primary / secondary/ tertiary or hot and cold colours or bright and dull colours.

They will give reason for their choice of category and define the same. They will use one colour from each category and make a drawing related to something they like eating or doing. They will share the same with their peers.

Learning and Teaching- Month Ahead

Students will explore tertiary colours. They will use colour wheel / ladder and inquire into - What are tertiary colours?.

They will find different ways to make these colours.

Dance:

Students will continue to inquire and explore Freestyle dancing.

They will work on improvising their coordination, flexibility, agility by controlling and combining different movements.

Music:

Students will be engaging in different creative processes to create their own music pieces.

They will use the music elements tune, pitch, rhythm and tempo while composing and creating the music pieces.

Happenings Month Ahead

3rd February- World Read Aloud Day
21st February- International Mother Tongue Day
23rd, 24th, 25th February- IB PYP Evaluation visit

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.

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