



PRISM

Grade 3

Message from the Principal's Desk

Dear parents,

Greetings!

Yesterday I sat down to read e-stories and came across a relevant and important story for each one of us to understand and learn from! Once upon a time, a wise old man decided to go on a journey. So he packed a small bag, said goodbye to his wife, and set off. He travelled all day without meeting anyone. When it was evening, he came to a small village. "I think I'll stop here for the night," he said to himself. Near the centre of the village, he met a group of people. So he introduced himself. "I'm a simple traveller," he said, "looking for a safe place to sleep and a hot meal." "We'd be glad to offer you a place to sleep," the villagers told him, "but we have very little food. Our crops were poor this year, and there's not much to eat in the whole village. Most of us are just barely getting by." "I'm sorry to hear that," the old man said. "But you needn't worry about feeding me. I already have everything I need. In fact, I was thinking of making some stone soup to share with all of you." "Stone soup?" the villagers asked. "What's that? We've never heard of stone soup." "Oh, it's wonderful," said the old man. "Best soup I've ever tasted. If you bring me a soup pot and some water, I'll make some for all of us." And so the villagers rushed back to their homes.



When they returned, one was carrying a large soup pot, another had wood for a fire, and others brought water. When the fire was going and the water had begun to boil, the old man took out a small silk pouch. With great ceremony, he reached in and pulled out a smooth, round stone. He carefully dropped the stone into the boiling water. The villagers watched eagerly. The old man began to slowly stir the pot, sniffing the aroma and licking his lips in anticipation. "I do like a tasty stone soup," he said.

“Of course, stone soup with cabbage—now that’s really special.” “I might be able to find a bit of cabbage,” one villager said. And off she went to her house, returning with a small cabbage she had stored away in her pantry. “Wonderful!” said the old man, as he added the cabbage to the pot. “This reminds me of the time I had stone soup with cabbage and a bit of salted meat. It was unbelievably good.” After a moment of silence, the village butcher spoke up. “I know where there’s a bit of salted meat,” he said. And off he went to his shop to get it. When he returned, the old man added the meat to the soup pot and continued to stir. “Can you imagine what this soup would taste like if we had a bit of onion...and perhaps a few potatoes...and a carrot or two...and some mushrooms. Oh, this would be a meal fit for royalty.” And before he knew it, the soup pot was filled to the brim with vegetables of all kinds— carrots and potatoes, mushrooms and onions, turnips and green beans, beets and celery—all brought by the men and women and children of the village. Not only that, but the village baker came out with some fresh bread and butter. And as the soup simmered slowly over the fire, the wonderful aroma began to waft over the villagers. They began to relax and talk together, sharing songs and stories and jokes. When the soup was finally done, the old man poured it out into bowls, and they all shared a delicious meal together. There was more than enough for everyone to eat their fill. Afterwards, they all declared that it was the best soup they had ever tasted. The mayor of the village pulled the old man aside, and quietly offered him a great deal of money for the magic stone, but the old man refused to sell it. The next morning, he woke early and packed up his belongings. As he was leaving the village, he passed by a group of children playing at the side of the road. He handed the youngest one the silk pouch containing the stone, and he whispered, “It was not the stone that performed the magic. It was all of us together.”

Acknowledgement- <https://foodgrainsbank.ca/resources/story-stone-soup/>

It is important to involve and engage everyone in a team. When people successfully collaborate, the results are often far superior to that of an individual working alone. Teams work together to achieve their goals and targets.

At The Gaudium, all stakeholders must work together as a team to ensure learning happens. Students are supported in their journey of learning by their teachers, parents and peers so that they build skills to be knowledgeable and understand the concepts well to be global leaders.

We wish you a happy Dusshera and look forward to consistently strengthening our collaboration to help our students be lifelong learners.

Anjalika Sharma
PYP Principal

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. As a part of mindfulness learning engagements, the students practiced mindful walking, sense countdown, breathing, and awareness of feelings and expressions. Students have shared bubbles of gratitude and the benefits of the same. They actively participated in the group discussions which were followed by their reflections.



School Philosophy- 5 Developmental Pillars

Core values

The core value for the month, **'empathy'**, was inculcated in various ways. They discussed ways of showing empathy towards their peers, teachers, parents, nature and elderly people. Students watched videos, and read story books after which they self-reflected on their practices to develop the core value- Empathy. During assembly students shared their real-life experiences where they demonstrated the core value "Empathy"



Students and staff celebrated **World Gratitude Day** by expressing gratitude towards people around them in different ways.



Holistic Excellence

We celebrated **'World Literacy Day'** by conducting DEAR time where both students and teachers were involved. Students enjoyed reading books and shared their reflections as well.

Students continued to review their classroom essential agreements and shared their learning with their peers. They enjoyed read aloud sessions and were able to make transdisciplinary connections

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

The first **student-led conference** (SLC) for the academic year was conducted this month, where students informed their parents about the progress they have made in their learning with respect to both academic as well as co-curricular.



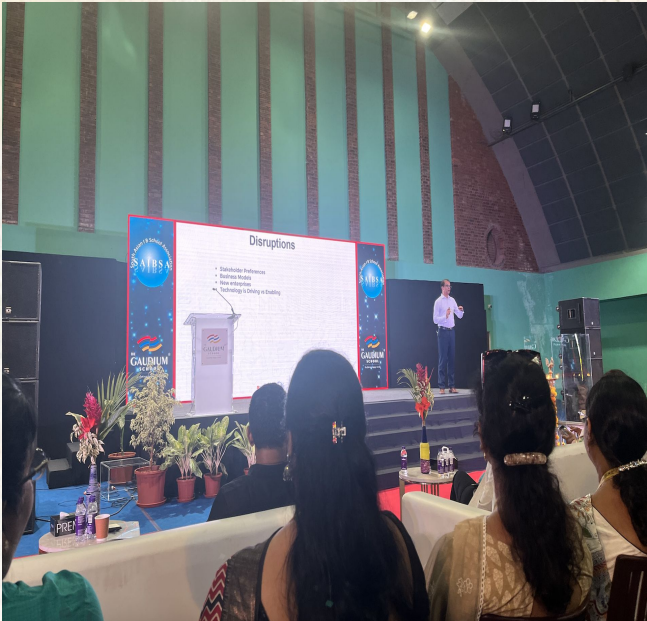
School Philosophy- 5 Developmental Pillars

Global Leadership

Students organized and conducted their weekly assemblies as part of the global leadership pillar. Students were involved in making choices, co-constructing essential agreements, and assessment tasks. The students engaged in weekly and monthly goal setting.



Professional Development



Professional Development

SAIBSA Job alike sessions

SAIBSA PYP Job alike session was held at the “The Gaudium School”. South Asian IB schools’ association- SAIBSA aims to facilitate communication with authorized and evaluated schools implementing IB in the South Asia region and is devoted to promoting a greater understanding of the IB at all levels.

The Gaudium was the proud host for the first face-to-face SAIBSA job alike sessions, post-pandemic, for PYP & MYP and DP on 3rd September and 10th September 2022 respectively. IB practitioners from across the country attended the two SAIBSA events and participated in a range of job-like sessions. They collaborated and shared perspectives and best practices to ensure that learning is for life.

Ms. Kirthi Reddy, Founder and Director-The Gaudium, Mr. Ramakrishna Reddy, CEO, Ms. Anjalika Sharma, IB PYP Principal, and Ms. Shalini Singh Hamilton, Middle & High School Principal welcomed the delegates. Mr. Kasiar Dopaishi, President SAIBSA was present for both the events and facilitated sessions as well. Ms. Monica Sarang was the keynote speaker for PYP & MYP SAIBSA while Ms. Hafsa Noori Pasha was the keynote speaker for DP SAIBSA.

We had ten sessions conducted by various facilitators across the schools. We enrolled ourselves and attended the sessions based on our choices.

Evidencing Learning:

Evidencing learning session helped understand ways assessment involves teachers and students collaboratively to monitor, document, measure, report, and adjust learning. They shared how students are actively engaged in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.

Inquiry:

Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students’ learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed and had learning engagements to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching and seeking information, and solving problems in a variety of ways. Inquiry helps to facilitate the development of IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

Professional Development

Implementing Agency:

Implementing Agency session focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.

PYP Exhibition:

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, facilitators from different schools discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners and responsible for their learning to take action.

Concept-Based Learning:

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based. Concepts help to build understandings across, between, and beyond subjects. We had various learning engagements to understand the same.

Action in PYP:

Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities. We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

Professional Development

Role of PE in PYP:

Physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop a combination of transferrable skills promoting physical, intellectual, emotional, and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. We shared how the role of PE helps in developing or supporting a unit within the programme of inquiry, preparing for or following on from a unit within the programme of inquiry, and personal inquiries with examples across various schools.

Role of Arts in PYP:

Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. We discussed ways students articulate their thoughts in new ways and through a variety of media and technologies that helps students to promote creativity, critical thinking, problem-solving skills and social interactions through dance, drama, music and visual arts.

Second Language:

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. We discussed how to support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and the social life of the school, as well as to develop as individuals.

Apart from these we also had a grade-level collaboration across the school to know the best practices and the strategies that help in students learning.

Professional Development

PYP Authorization & Evaluation:

Programme evaluation engages the school in a reflective process leading to deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development.

Programme evaluation

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective process that involves the entire school community
- assesses whether a school continues to meet the requirements in the IB *Programme standards and practices* publication and will remain an authorized IB World School
- supports school efforts to continually improve the delivery of the programme(s) through an intentional process aimed at building school capacity for organizational learning.

During programme evaluation, the school:

- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
 - assesses their implementation of the IB programme standards and practices
 - analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute to positive school outcomes, building on these to address challenges and to further develop the programme(s).

Global Job-Alike Sessions

Our teacher teams also attended virtual **Global Job-Alike Sessions** organized by the "BINUS SCHOOL" – Jakarta where we collaborated and shared best practices related to concept-driven, ATL in Arts, promoting multilingualism, digital literacy and developing social emotional learning. It was an enriching experience for all.

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

Changes in the Earth and its atmosphere impact the way people live their lives.

Lines of Inquiry:

- Interconnectedness of the components of the Earth and atmosphere
- Changes in Earth and atmosphere
- Impact of these changes on people

Key Concepts:

Connection , Change, Causation

IB Learner Profile:

Thinkers, Inquirers.

Unit of Inquiry:

Students continued to inquire about the interconnectedness of Earth and atmosphere. They explored the 4 spheres of Earth- Hydrosphere, Lithosphere, Atmosphere and Biosphere to find out about how each sphere impacts the other spheres in supporting life on earth.

In the process, they learned about different cycles like water cycle and carbon cycle to understand the interconnectedness of the spheres.

Later students explored and listed the changes that can happen on Earth and atmosphere. They researched about gradual and rapid changes that happen on Earth and atmosphere like weathering, erosion, cyclone, earthquake, air pollution etc. They further discussed the impact of these changes on people ,environment and place.

Students co-constructed the task for the assessments during the unit of inquiry as well as at the end of the unit. They reflected on their understanding of the Central idea..

Learning and Teaching- This Month

Transdisciplinary Language:

Students continued with their weekly spelling assessments and co-constructed the same to enrich their vocabulary.

While inquiring about the components of the interconnectedness of Earth and atmosphere they connected with compound words, descriptive writing and adjectives.

Students applied their knowledge of adjectives and descriptive writing to describe the layers of earth and atmosphere.

Transdisciplinary Math:

Students continued doing mental Math every day to revisit the concepts learned earlier.

Students solved sums based on all the four number operations and practiced word problems. Students researched about properties of shapes. They learned about the properties of 2d and 3D shapes.

They connected with fractions and percentages and learned about types of fractions and the meaning of percentages and simple conversions in percentages.

Music:

Elements of music – pitch and tune

- Students were introduced to Pitch and frequency
- They learned to sing a Swara (note)-'high pitch 'Sa' (consonant note or swara in Indian music)
- Students learned to sing five notes (pitches)
- They also sang Do Re Mi Fa(solfege notes)
- Explored the Comparison of Indian notes and western notes
- The students learnt the school anthem with appropriate pitch and rhythm using an instrumental track
- They also heard the song which they would be learning next.

Learning and Teaching- This Month

French:

Students revised the avoir and etre conjugations and used them to frame sentences in French. They learned some country names and their nationalities in French.

Spanish:

Students revised the ser and estar conjugations and used them to frame sentences in Spanish. They learned some possessive pronouns names and their possessive adjectives in Spanish.

Telugu:

Students learned types of stories and the elements of stories through some Panchatantra and children's stories. Animal stories and songs were read to practice nouns and pronouns.

Hindi:

Students played a game with a letter (Akshar) and filled 4 columns with words beginning with that letter of the alphabet -name of a person, animal, place and thing.

Students framed sentences by using noun from the poems and stories.

They shared their understanding of the stories and poems by framing questions. Students discussed Hindi Diwas and shared some Hindi stories and poem names.

Students read the Bal story and shared their perspectives using the strategy I heard/I think/I wonder and gave the reason for the same.

Students read the story again, changed the repeated nouns into another word, and came up with the words Saravanan/ pronouns.

Learning and Teaching- This Month

Drama:

Students learned about 'Improvisation (text, script}'. They were engaged in many games and improvisations to create their text or script or story.

They learned how to work on their voice projection and pronunciation. Reflections, enquiry and collaboration were integral parts of this process.

Dance:

Students recognized how the integration of Western dance styles and forms contributes to the development of a dance vocabulary and style . They identified basic characteristics and vocabulary in Punjabi dancing.

PE:

The students practice different types of starts in track (standing and crouch) and its uses in different events.

Students explored different types of track events and importance of rules and regulations.

Art:

Students looked at- 4 pictures / art work which focuses on radial balance. Students talked about what they had seen and compared to what they had done earlier.

They used the features of radial balance and created an artwork. Students watched a video of making paper bags using handmade paper. They made each one of them and shared how they are similar and different.

Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Unit of Inquiry:

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 (form)
- Reasons people join organizations (causation)
- Purpose of organizations (function)

Key Concepts:

Function, form, causation

IB Learner Profile:

Thinkers, Risk-takers,
Reflective

Unit of Inquiry:

Students will begin their third unit of inquiry under the theme of **how we organize ourselves**.

They will inquire into different types of organizations like national and international organizations. Government and NGOs etc.

They will explore the structure of an organization to understand how they work.

As each organization has its own purpose, students will explore different organizations to know the purpose of the organization.

Learning and Teaching- Month Ahead

Spanish:

Students will recall previously learned topics like formal, and informal phrases through questions and answers, numbers and how to express the other's name, age and nationality in Spanish. Students will practise the language skills in their daily Spanish communication and collaboration skills as they work together to introduce others in Spanish.

Telugu:

Students will practice formulating questions through another children's story.

French:

Students will recall previously learned topics like formal, and informal phrases through questions and answers, numbers and also how to express the other's name, age and nationality in French. They will practice the language skills in their daily French communication and also collaboration skills as they work together to introduce others to French.

Art:

Students will watch videos about cloth collage artwork / listen to a story of how to make things out of waste cloth. what is it called?

College will be introduced. Students will make a list of the features of the college and where is it from. They will try to make a piece of artwork using various design cloth pieces and paste them on the canvas.

PE:

Students will revise different types of track events and the importance of rules and regulations.

They will explore the field events (Long Jump; Shot-Put etc)
Students will learn long jump and Shot-Put - basic techniques and explore the rules and regulations.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will make connection with sequence writing, question words and continue with descriptive writing.

Transdisciplinary Math:

Students will continue having mental Math practice and solve the problems

Students will make connection with arranging numbers- ascending and descending order, odd and even numbers.

Hindi:

Students will listen to a poem about children read by the teacher.

Students will recite the poem and seek peer feedback and; feedforward.

Possible Criteria- Pronunciation, Voice Modulation, Memorization.

Students will read Bal Kahani at home and find new words.

They will try to list down nouns, pronouns, and action words.

Each student will try to frame a question related to the story and share it with the class.

The questions will be sorted into- who- what- why how- where and the class will choose at least 2 from under each category to answer.

Learning and Teaching- Month Ahead

Drama:

Students will continue to learn about 'Improvisation (Text, monologue, or script}'. They can create their own short stories or monologues and perform them. When they are engaged in this process, they would learn about many aspects of speech like voice, diction, pronunciation, intonation, pitch etc. They would also learn how to collaborate with their peers and create together.

Dance:

Students will participate in watching demonstration about different aspects involved in dance and classification of different dance forms. They will explore choreography for high range of Bhangra and groove to the bhangra moves.

Music:

- Element of music - Pitch, Tune and Rhythm
- Students will explore pitch and frequency
- Students will learn to sing seven notes in western and Indian (independently)
- They will be introduced to minim or half note (Rhythmic value of note and rest)
- They will learn to sing Vowel (A) warm-up exercise for 4 beats
- Students will learn the song "Country roads take me home"

Happenings Month Ahead

Autumn Break: 24th September– 9th October (Holiday)

School Reopens: 10th October

Special Assembly – Diwali: 21st October

Diwali Holidays: 22nd – 25th October

Farmers Market: 29th October

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/>