



PRISM

Grade 3

Message from the Principal's Desk

Dear Parents,

Greetings!

Brenda Bongos was a happy, artistic girl, with one big ambition - to play drums in a band. But one big obstacle lay in her way. To be good enough to play in a band Brenda had to practice a lot, but she lived next-door to a lot of old people - many of them were unwell - in a care home. She knew that the sound of beating drums and crashing cymbals would affect them.

Brenda was respectful. She always tried to find a way of practicing her drums without bothering other people. So, she had tried playing in the strangest places; a basement, a kitchen, an attic, and even in a shower. But it was no good; there was always someone it would annoy. However, determined to practice as much as she could, Brenda spent most of her time playing on books and boxes, and looking for new places to practice.



One day, while watching a science documentary on TV, she heard that sound cannot travel in space, because there's no air. At that moment, Brenda decided to become a sort of musical astronaut. With the help of a lot of time, a lot of books, and a lot of work, Brenda built a space bubble. This was a big glass ball connected to a machine which sucked out all the air inside. All that would be left inside was a drum kit and a chair. Brenda got into the space suit she had made, entered the bubble, turned on the machine, and... She played those drums!

It wasn't long before Brenda - 'The Musical Astronaut' - had become famous. So many people came to see her play in her space bubble that she had to mount a pair of speakers so that everyone could listen to her play. Shortly afterwards she came out of the bubble and started giving concerts.

Years later, when people asked her how she achieved all this, she thought for a moment, and said, "If those old people next-door hadn't mattered so much to me, I wouldn't have gone to such lengths to find a solution, and none of this would have ever happened."

(Acknowledgement-

<https://freestoriesforkids.com/children/stories-and-tales/drums-space>)

There is always a solution. If we persist in looking for it, we can end up achieving much more than we had envisioned. It is time we give our students the opportunity to explore the possible solutions and be innovators.

In the present age, students need an innovative learning space to succeed. It is the basis of problem-solving and helps learners to match up to the complex world around them. Innovation is more about doing things in a new way. We must encourage our students to be creative, resilient, aware of the world around and express grit.

We look forward to building perseverance in our students through patience and endurance, so that when faced with challenges they endure the hardships and emerge with innovative ideas.

Thank you for your consistent support and partnership to take our students ahead in their journey in the world.

Warm regards,

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

If we think about John Keats's words, "Nothing ever becomes real till it is experienced", we reaffirm that most of our knowledge or skills are gained from either doing something or seeing/feeling something. Our experiences are our best teachers; they teach us the practical application of our theoretical knowledge. Experiences turn printed words into life.

Children are known to be better learners than adults, which requires us to be more responsible in exposing them to an environment which helps them experience things. Experiences also cater to the individual learning needs and styles of every child. Knowledge and skills gained through personal experiences enhance the child's learning and will remain with the child lifelong.



Believing in the same, we provide our learners with platforms to explore their environment and experience things to a large extent. For instance, our learners of Grade 1 are inquiring about "The design of buildings and their structures is dependent on a range of factors." visited the Durgam cheruvu cable bridge, ITC Kohinoor, In-orbit mall, etc.

During the visit, they observed their designs, structure, materials, etc. They discussed the reasons and purpose of these structures. This experience will enhance their observation skills as it opens up chances for them to observe structures every time they step out of their house. For kids, design and structure are not only theoretical words or something abstract to imagine but something that they have experienced, observed and thought about. Even if they are not able to give us the exact dictionary meaning of these words, they surely will be able to share the essence of the words, and what it means to them.

Real-life connections and experiences promote inquiry and in-depth thinking. It helps in experimenting with and applying the acquired knowledge or skills. The entire process makes it a more meaningful and authentic, self-learned knowledge. It also prepares them for future challenges.

As adults, let's take small steps to provide them with ample opportunities to experience and make connections with their environment. Simple prompts like look at, observe that, what do you think? why do you think so? Might not sound that great but time will make a vast difference in the child's learning. There is not a single rule or a single way of learning, let them grasp and learn from their immediate environs.

With every second an advancement taking place, the world is moving at a fast pace with changes and most things might become obsolete with time. Children today face this challenging situation where if they learn something only in theory it might not be useful to them in future. Let's equip them with skills to gain knowledge and be problem solvers.

Warm Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students and teachers have been practising mindfulness every day. As a part of the mindfulness activity, Learners also practised mindfulness activities like Pinwheel, balloon breathing, Mindful walking, self-awareness, and calming down exercises.



As part of well-being, the school counsellors also conducted sessions on
Theme: Balance - Making the right choices
The counsellor connected the theme with personal space, good touch and bad touch.
Learners actively participated during the group discussions followed by their reflections on a personal space theme.

School Philosophy- 5 Developmental Pillars

Core values

The core value for the month, 'Empathy', was inculcated in various ways.

They discussed ways of practice empathy in their day to day life with their parents, friends, environment, and country. Students self-reflectd on their practices to develop the core value. Students shared their favourite stories and real-life examples where they showed empathy for someone.

They shared their real-life examples where they displayed the core value-empathy and shared their views in the assembly.



Holistic Excellence

As part of holistic excellence, students had life skill session on self defense. Self-Defense is the method by which one can protect oneself with one's own strength. It involves various techniques but the first step towards its fitness. Students watched a video related to the same. They shared their perspectives followed by their reflections.

The school counsellors conducted sessions on inner and external conflict resolution. Students actively participated during the group discussions followed by their reflections.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

As a part of stakeholder engagement, all the stakeholders participated in farmer's market.

Farmer's market was one of the mega event at the Gaudium School.

All students and teachers enthusiastically exhibited different IB profile as the in charge of various farmer's market stall. Each stall was unique and displayed all DIY products.



A football league competition was conducted during the event for the students of grade 4 and 5.

The donation collected will be given to the farmers in the neighborhood as well as to nearby the Government school. Amazing response from parents and extended family added fun and family time to the event.

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.

Students were able to connect to the UN sustainable development goals - Peace, Justice & Strong Institutions during the design thinking process.



Professional Development

Attributes of the Learner Profile:

As a team, we re-read, and reflected on the attributes of the IB learner profile.

The learner profile supports students in developing international-mindedness and in taking action for positive change. Students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes.

Students have a range of opportunities to develop, demonstrate and reinforce attributes of the learner profile in the daily life of the learning community. For example, these opportunities arise:

- as part of the school curriculum—through the transdisciplinary units of inquiry and through subject-specific investigations
- through interactions in a variety of learning spaces—in the library, music room, through social interactions—break/recess and lunch, sport and interest groups interschool sports events, assemblies, drama productions, sports days, and at home.

We had professional development on concepts conducted by the PYP Coordinator Ms. Durgesh Jadhav.

Concepts:

A concept is a “big idea. Concepts represent ideas that are broad, abstract, timeless, and universal. Concepts place no limits on the breadth of knowledge or the depth of understanding and therefore are accessible to every student.

Concepts help to:

- explore the essence of a subject
- deepen disciplinary understanding
- build the capacity to engage with complex ideas
- build understanding across, between, and beyond subjects
- integrate and transfer learning to new contexts.

Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based.

They represent the vehicle for students’ inquiry into the opportunities and challenges of local and global significance.

Key concepts

The PYP identifies seven key concepts that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning.

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

Key Concepts:

function, form, causation.

IB Learner Profile:

Communicators, Open-minded, Knowledgeable, Inquirers

Unit of Inquiry:

The unit of inquiry started with a provocation task, students were divided into four groups followed by framing essential agreements. They observe/read/see the Article newspaper, PPT, Pictures, and video, Images of different Organizations

1. What do you see?
2. What do you think?
3. What do you think you know about these images/PPT/Video/Article?
4. What questions do you have about these images /PPT/Video/Article?
5. Any one word which comes to your mind to conclude your understanding.

Students came up with the word "organization". They have researched the definition of "organizations" Further inquired about different types of organizations and developed research skills.

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 different types of organization and its structure thus making a connection with sentence structure.

Students made transdisciplinary connections with sentence structure while discussing how organisations functions with a proper structure.

While sorting the organizations students sorted words into antonyms, synonyms, compound words, root words. Identifying prefixes, suffixes and root words from the given words.

Students were given scenarios which they connected to interview.

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 inquired about the steps of problem-solving.

They made connections with 'odd and even numbers' while inquiring about sorting the different organizations. They made real-life connections and solved various odd and even numbers.

Students made connections with the numbers that are organised by solving sums on standard form and expanded form ,predecessor; successor; place value and the face value of each digit.

Students also made TD connection with money, Profit and loss, ascending and descending order.

Learning and Teaching- This Month

French:

Students explored some introduction phrases. They introduced themselves, learnt numbers & names of the family members.

They began learning about irregular verbs' conjugation as well.

Spanish:

Students learned the "AR" verb conjugations. They also revisited the formal and informal phrases orally. They also learned the definite and indefinite articles.

Telugu

This month the students learned and practiced identifying nouns, pronouns, and this disambiguating compound and syntactic words as well as making interrogative sentences through children's stories.

Hindi

Students read the poetry Samay Mulyavaan Hai. They framed questions and sorted it.

Students recited poems after discussing the criteria for poem recitations as a part of their assessments.

Students discussed about Ekanki and shared how is it different from stories and poems. They shared the characteristics of Ekanki. They framed sentences, found antonyms and synonyms by using new words from Ekanki.

Students identified adjectives and nouns while reading the Ekanki. They inquired about the different types of adjectives.

Learning and Teaching- This Month

Drama:

In the month of October, the students will learn about 'Improvisation (text, script)'. They would also work for annual production. They would help in creating the script for annual production. They were engaged in many games and improvisations to create their text or script or story.

PE

Students have recalled different types of track events and the rules and regulations.

Students have explored the field event, jumping event (Long Jump).

Students have learned the long jump basic technique and explore the rules and regulations.

Music:

Students continued with building up their understanding of the concept "Pitch". They sang the song "I Have a Dream" in different pitches and shared the challenges while singing the song. They chose to sing the same song in their preferred pitch. They recorded their singing and focused on maintaining the correct pitch projection while singing the song.



Learning and Teaching- This Month

Students started inquiring about "Rhythm". They identified the diverse rhythm arrangements after listening to the given soundtracks. They constructed the meaning of "Rhythm".

Dance:

Demonstration about different aspects involved in dance and classification of different dance forms. And choreography for high range of Bhangra and groove to the bhangra moves.

Art:

Students have seen and encouraged them to discuss pictures of different kinds of texture from the real world.

Students sorted them into- real and artificial texture or real (implied) and applied texture. Students noted down the characteristics of both.

They have asked to draw an art work using one of each. Students chose 2 textures and drew 2/3 objects each of the 2 /3 textures from their immediate surroundings.

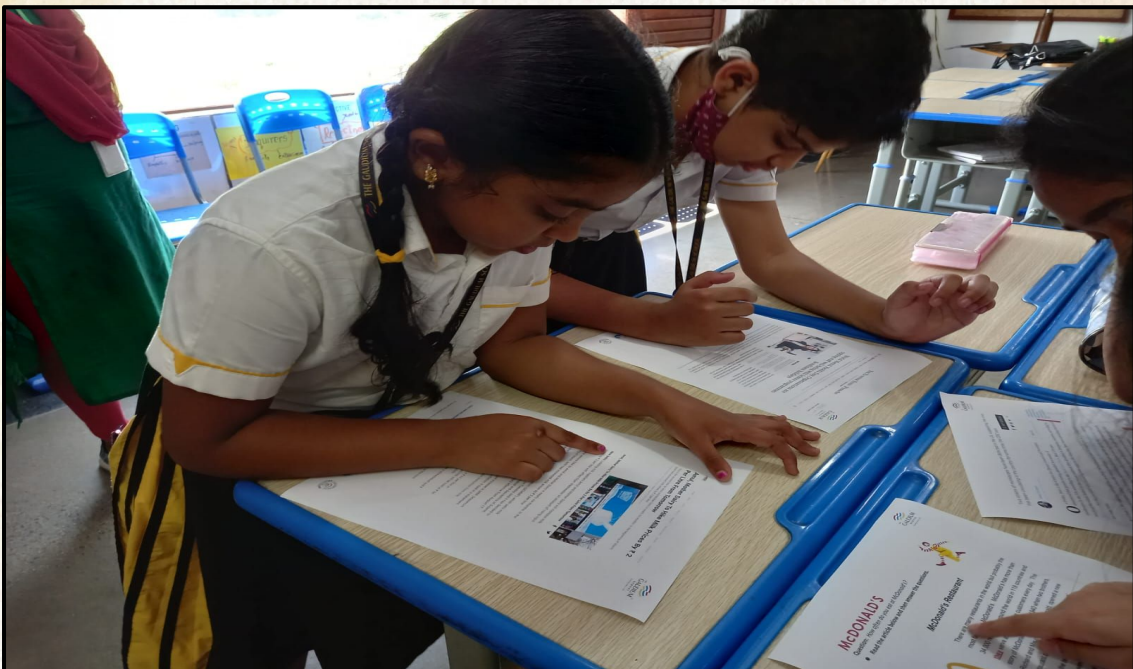
Students watch cloth collage artwork / listen to a story of how to make things out of waste cloth. They have asked - what is it called? The College to be introduced.

Students made a list of the features of collage and where is it from? They have tried to make a piece of art work using various design cloth pieces, paste on the canvas.

Students have been shown a few artworks and asked them to identify their features. They have inquired into landscape drawing artist Mark Rothko's painting. It includes the background, foreground and middle ground.

They have discussed - What is space? What types of art is this?

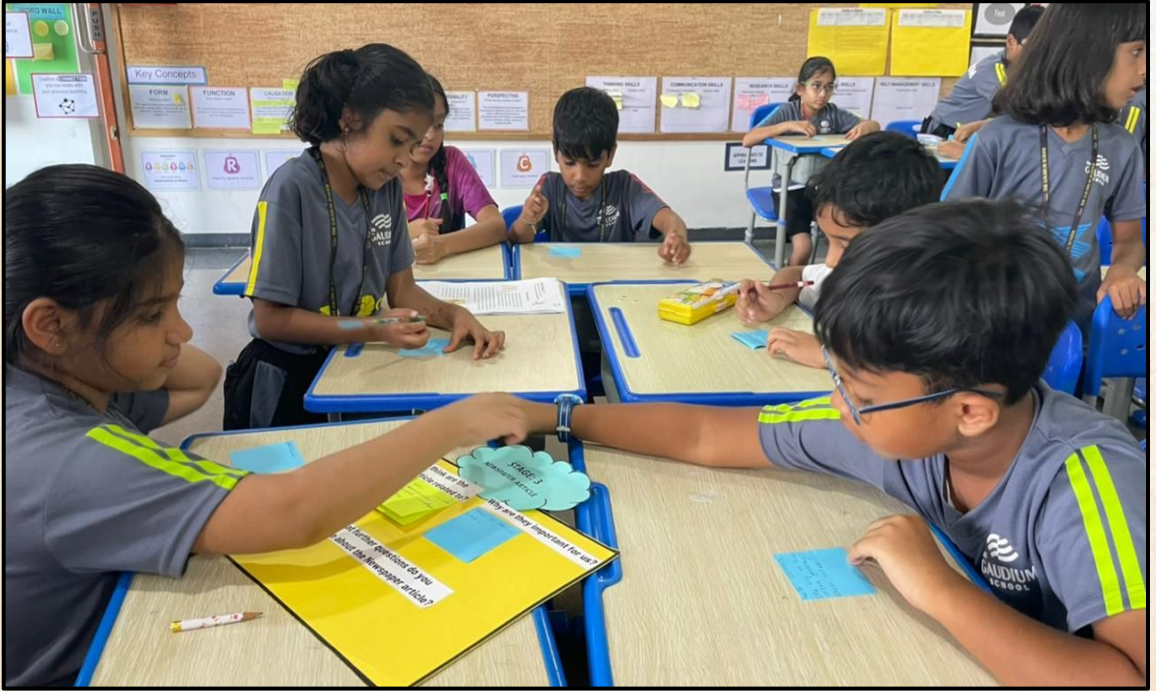
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

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Central Idea:

People create organizations to solve problems, support human endeavour 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:

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Unit of Inquiry:

Students will further inquire into the unit by discussing the reasons people join organizations through interviewing the parents, teachers and other staff members. Students will frame questions to conduct their interview process and will gather data by note taking process..

The students will be working on their Design Thinking process, by empathizing with people and define the problem statement. Further using prototype, and test they will share their innovative and practical solutions for their problems.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will continue to work on conjunctions, and its types.

Students will continue working on sentence structure by using main clause and subordinate clauses.

Students will be able to organize their thoughts in a paragraph format using hamburger strategy.

Students will be reading different e-books on different organizations, comprehensions and reading passages to gather the information on different organizations.

Students will further learn the types of the interview, features of the interview etc.

Transdisciplinary Math:

Students will continue having mental math practice and solve real-life problems on the concept of elapsed time.

Students will make the connection to Graphs to organize their data.

They will also make TD connections with word problems with real life examples of money, profit and loss.

Hindi:

Students will read an Ekanki and sort the adjectives. They will choose one Ekanki and share the story with their peers.

They will connect and inquire about verbs and adverbs through various learning engagements.

French:

In the month of October 2022, students learned the "ER" verb conjugations.

They also revisited the formal and informal phrases orally and how to say other's name, age, and nationalities in French. In the month of November students will learn the definite and indefinite articles with classroom objects, fruits and vegetables in French. They will also learn the affirmative and negative phrases. Students will practise the language skills in their daily French communication and also collaboration skills as they work together in French.

Learning and Teaching- Month Ahead

Spanish :

students will learn how to say other's name, age, and nationalities in Spanish. They will learn classroom objects, fruits and vegetables in Spanish. They will also learn the affirmative and negative phrases. Students will practise the language skills in their daily Spanish communication and also collaboration skills as they work together in Spanish.

Telugu:

In the following month student will use adjectives through children's adventures stories , identify the difference between adventurous stories and other stories , and also get an introduction to poetry about bravery.

Music:

Students will listen to a single song arranged in diverse tempos. They will sing the song and share the challenges faced while singing the song. They will choose to sing in the tempo of their preference, record it and share it with their peers.

Dance: HIP -HOP

Recognize the relationship between the movement and music. Understand the individual performer's responsibility in achieving the success of the whole work. Develop aesthetic and creative flexibility in the practical application of technique to a specific choreography. Increase their knowledge of professional standards on stage including: roles of warm-up class, "spacing," lighting, and dress rehearsals, as well as hair, makeup and costume maintenance.

Learning and Teaching- Month Ahead

Hindi:

Teacher will share a story of Bal Kahani (Ek Baalak ke Eemaanadaaree) bravery and real life and students will read in the class. They will try to share how this story is different & similar to other stories. The students will connect to it being real life and bravery. They will list down new words and meanings. Teacher will share the same story of Bal Kahani in class with a few words underlined. She will ask students about the importance of those words. Students will be touched upon the role of the words to describe - adjectives. Students will co-construct the success criteria and choose between describing their 1. Friend 2. themselves 3. A picture. Students will try to read a poem on bravery and identify adjectives. Students will read a poem on bravery (Veer Tum Badhe Chalo) and identify adjectives and talk about how they are used in the poem. Students will frame questions and share their answers to the questions related to the poem.

PE: Students will explore about the sports (Football) with the basic rules and regulations of the sports. Students will learn the push-pass and passing drills of football. Students will learn the receiving of the ball.

Art:

Students will look at the timeline of Mark Rothko- where was he born? What did he draw? Why? How? They will look at paintings and identify the - background, foreground and middle ground. They will be asked to draw a landscape and give importance of any one of the 3.

Students will be asked to draw a landscape - imaginary or one they visited / saw in photographs. They will share the features of their landscape and identify - background, foreground and middle ground.

Drama:

Students will continue to learn about 'Improvisation (Text, monologue, or script}'. They would also be engaged in the production of the annual play. They would work in groups and they would learn how to collaborate. They would keep learning about different skills related to voice, emotions, movement etc.

Happenings Month Ahead

PYP Life skill : 11th November

Children's Day Celebration: 14th November

International Day of Tolerance: 16th November

**PYP 1st Term Reports & 3-way conference ,Nursery to Grade 5 : 19th
November**

PYP Life skill : 25th November

Our website:

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

Events link:

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