



PRISM

Grade 3

Message from the Principal's Desk

Dear Parents,

Greetings! The PYP team is steadily gearing up for the Annual Day celebrations. All our students are involved and engaged in any one form of Art-Music, Dance and Theatre. Both our productions -Panchatantra for students of Grades Nursery to 2 and Mahabharat for students of grades 3-5 highlight the importance as well as necessity of values in our lives.

This reminds me of a short story I had read recently about change and how our children can be empowered to take action to make a change.

The Araguaia River is one of the biggest rivers in Brazil. It is the home to thousands of animals, like bright blue and yellow Macaws. River dolphins swim and play in the water, and there are many different coloured fish.

In one town, a 13-year-old boy named Rhenan walked along the river every day. But looking at the river he was worried because there was trash everywhere. He saw plastic bottles, old clothing, and empty food packages. The water looked dark and ugly.

At school, Rhenan asked about the dirty river. "You wouldn't want trash in your house," said his teacher. "Think about the poor animals!" For days, Rhenan couldn't stop thinking about the river. It did not seem right to him that this big, powerful river was filled with trash. "It's hurting the animals in my area," he thought. "And it's also hurting the families who live here." Then Rhenan had an idea.



The next morning, Rhenan talked to his mother about his plan. He wanted to ask for everyone's help. Maybe if they all worked together, they could clean up the river! Rhenan's mother loved his idea, "I believe the most important thing for you, Rhenan, is learning how to change things that you care about. That will stay with you forever." She told him that she would help him too.

The next day, Rhenan went to the police department. And to the Mayor's office. He visited other schools, and offices, and businesses. Soon he had a big group of people who liked his idea! They all decided to meet at the river the next week. On the day of the river clean-up, Rhenan was excited - but he was also nervous. What if no one showed up? But when he and his mother arrived, there are almost a hundred people there, including many of Rhenan's friends.

Over an entire day, they all worked together to clean up the trash. They picked it up off the shore of the bank and pulled it out of the water. When they were done, they picked up almost a tonne of trash - the same weight as a car! As they worked, Rhenan noticed how everyone was laughing and smiling. "It felt good to help," he thought.

Once they had finished cleaning, they all talked in a big group. "We want to stop this problem from happening again," said a lady. The town decided to start with teaching everyone why throwing trash in the river was harmful. They also planned to help the river by planting more trees along the riverbank for birds and insects to live in.

At the end of the day, everyone started to applaud. They were proud of the change that they had made - and the river rushed along beside them, clean and clear. "We would not have done it without you," they said to Rhenan. "Thank you for inspiring us to create change! What should we do together next?"

Rhenan recognized the interdependence of people and the planet, and protecting both requires everyone to take action. It is important to care for the environment and protect ecosystems across the world.

Acknowledgement - Adapted from <https://www.ashoka.org/en-us/to-clean-a-creek>

Children take actions that impact tomorrow, only if we encourage them to be innovative and creative. It is important that they identify the problems around them, empathize with those who are facing the issue and look for innovative solutions. This would lead us to think of what opportunities are we providing to our children to develop their self-efficacy, resilience and grit. It is essential that all stakeholders collaborate to support students in their journey towards being independent along with being collaborative global citizens, who emerge as solutionaries and leaders of change!

On this note, I look forward to meeting you at our Annual Day celebration, where every students will contribute towards spreading the message of importance of values and assure us that our future is in safe hands!

Warm regards,
Anjalika Sharma
IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Every individual is unique and has their own way of expressing themselves. Expression contributes to communicating one's thoughts, views and ideas to others. Art is considered to be one of the most powerful mediums of expression. A well-intended effort is made to facilitate learners with a platform to experience the various art forms and find their own talents and interest areas. These experiences and skills gradually help the learners to reflect on their own selves and become self-aware of their thoughts and views. They become confident and more open to expressing themselves to others. Art gives them a chance to make their imagination into reality. It has scope for rework and trying out different possibilities till one achieves self-satisfaction.



Art is an integral part of our curriculum and we facilitate the students with an understanding of the intricacies and enhancement of different skills leading them with opportunities to express themselves in a powerful way.

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Every child gets to experience a different form of art. They use their creativity and take up the first few steps of courage to express themselves to the audience. In these initial years, when their skills are refined, they need encouragement and others to believe in them.

Events like annual functions allow them to showcase their talents in front of a larger audience. A lot of time, practice and hard work are put in before the final show. During this course of time, our young learners have showcased all learner profile attributes. They have been caring and respectful while collaborating with students across grades, communicators while sharing their ideas, thinkers and principled during the practices etc.

Students are now all set to showcase their talent to their audience. Let's motivate and appreciate their efforts and help nurture their art skills.

Warm Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Mindfulness leads to greater well-being and increases the ability to make controlled, conscious and thoughtful actions.

As a part of the mindfulness activity students and teachers together practice several mindfulness activities like- volcano breathing, growth mindset and fixed mindset and sense countdown exercises. They also shared their reflections about what is the importance of these mindfulness exercises in their lives and how it brings changes to their behaviour and actions.



The school counsellor also conducted the session for students on listening and speaking, where students learned and shared about why listening is important.

School Philosophy- 5 Developmental Pillars

Core values

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

Students discussed the meaning of gratitude and its importance. Students shared how they practice the same in their daily lives. They had various learning engagements like watching and listening to stories and reading books related to gratitude. Students made a gratitude corner in their classroom and wrote to whom they are grateful along with the reasons. Students shared their real-life examples where they displayed the core value-gratitude and shared their views in the assembly.



Holistic Excellence

As part of holistic excellence, students had a life skill session on First-Aid tips for common injuries and preventing sports injuries in children. Students watched a video and shared their perspectives with their peers and reflections in their notebooks. The school counselors conducted sessions on making the right choices where the students were asked to reflect on their choice of curriculum that they prefer after PYP Grade 5. They discussed the factors that they would consider in making the decisions.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

The Three-way conferences helped the parents to meet the teachers and reflect on their child's academic journey in the first term. They shared specific inputs to help us progress further. Students shared their goals with their parents and respective teachers.



Children's day is to celebrate the spirit of childhood. The day commemorated with immense joy, enthusiasm and magnificence. And to make this day more memorable for our young ones, all the PYP teachers organized different cultural programmes and events. The event began with the welcome of the children followed by various dance performances, skits and musical performances.



At the end, students were given a treat of special lunch.

School Philosophy- 5 Developmental Pillars

Global Leadership

While working on their Design thinking unit, students worked on the problems related to different organizations and took surveys from the different group of peoples.

Students took the ownership of their learning and developed the leadership qualities by taking actions to solve the problems of different organizations.



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



Professional Development

Reading sessions:

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

Attributes of the Learner Profile:

The learner profile supports students in developing international-mindedness and in taking an 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.

Approaches to learning (ATL):

Approaches to learning (ATL) are grounded in the belief that learning how to learn is fundamental to a student's education.

Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.

By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners.

Self-regulated learners are agents of their learning. They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on the achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary

Professional Development

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 Express ourselves

Central Idea:

Images communicate Ideas and information.

Lines of Inquiry:

- The use of static and moving images. (function)
- Interconnectedness of design elements.(connection)
- Ways people interpret and respond to images (perspectives)

Key Concepts:

function, connection, perspective.

IB Learner Profile:

Communicators, Knowledgeable, Inquirers

Unit of Inquiry:

The unit started with provocation task, students were divided into three groups followed by framing essential agreements. They observed the Paintings, images, photos on one of the center, After that they selected a chit and illustrated the same in the sheet. At last, they watched a video and reflected using the strategy Think and connect.

Students reflected in a Y chart for ,

-What is a picture?

-What is a photograph?

-What is an image?

At last they reflected on

-Do you see the connection between photograph, picture and image?

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 meaning of the picture, image and photo.

They made connection with Synonyms.

Further students made connection with the word image where they can describe the characteristics of the person.

They made connection with picture description and Types of Adjectives. Using that they can go further for descriptive writing. Students made transdisciplinary.

Transdisciplinary Math:

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

Students solved sums based on money and profit & loss.

They understood the concept of money and profit and loss while solving different word problem.

They also revisited the concept of division and multiplications and solved various equations using their critical thinking skills.

Learning and Teaching- This Month

French:

In the month of November 2022, students learned the definite and indefinite articles with classroom objects, fruits and vegetables in French. They also learned the affirmative and negative phrases in French.

Spanish:

In the month of November 2022, students learned the verbs "ER, IR and AR" in Spanish. They also learned the affirmative and negative phrases in Spanish.

Telugu:

Students continued their practice to learn about stories of bravery stories. while reading stories they made real-life connections. The uniqueness of the writing process by reading many stories. While doing the inquiry on bravery stories they made connections with timelines. Learned meanings from stories for the new words. Students framed the questions for the given stories and poems.

Hindi:

Kahani (Ek Baalak ke Eemaanadaaree) bravery and real life in the google classroom and students read and came to class. They tried to share how this story is different & similar to other stories. The students connected to it being real life and bravery.

They listed down new words and meanings. The teacher shared the same story of Bal Kahani in class with a few words underlined. She asked students about the importance of those words. Students touched upon the role of the words to describe – adjectives. Students co-constructed the success criteria and choose between describing 1) a Friend 2) themselves 3) A picture. Students tried to read a poem on bravery and identify adjectives. Students read a poem on bravery (Veer Tum Badhe Chalo) and identified adjectives and talked about how they are used in the poem.

Learning and Teaching- This Month

Drama:

Students started working on annual day production. The students read the script and shared their perspectives. They were engaged in the rehearsal process where they started working on their respective scenes. The students also shared their suggestions/reflections after the rehearsal process or during the rehearsal. During the rehearsal, they learned about blocking, action-reaction, movement, speech, diction, emotions etc.

PE:

Students explored the Football Field. They learned the push-pass and passing drills of football. Students have learned the receiving of the ball.

Music:

Students learned Elements of music - Pitch, Tune, and Rhythm. And discussed the meaning of the annual day songs and started their practice for the annual day.

Dance:

Students learned the relationship between movement and music. Started learning new dance steps for their annual day production.

Art:

Students engaged in studying pictures of / portraits and drawing of artist Hundertwasser's artwork. They analyzed and interpreted an artist's portrait work- purpose or message based on social, historical, and personal context. They examined - visual rhythm, emphasis, and/or unity. They were asked to make a portrait of a friend/ a family member. They shared with their peers and seek feedback and feedforward. Students were shown the rule of 3 on the board. They used this rule of 3 to create portraits. They also looked at drawing a face from the side of their peers and tried to draw the face.

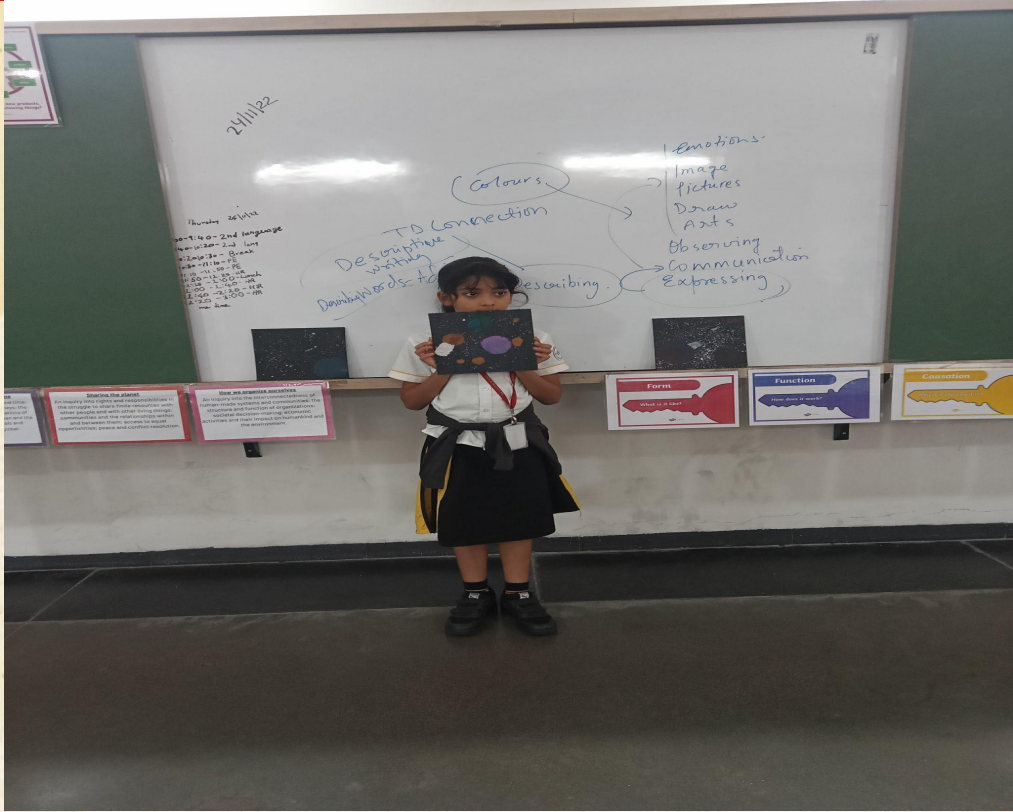
Learning and Teaching- This Month



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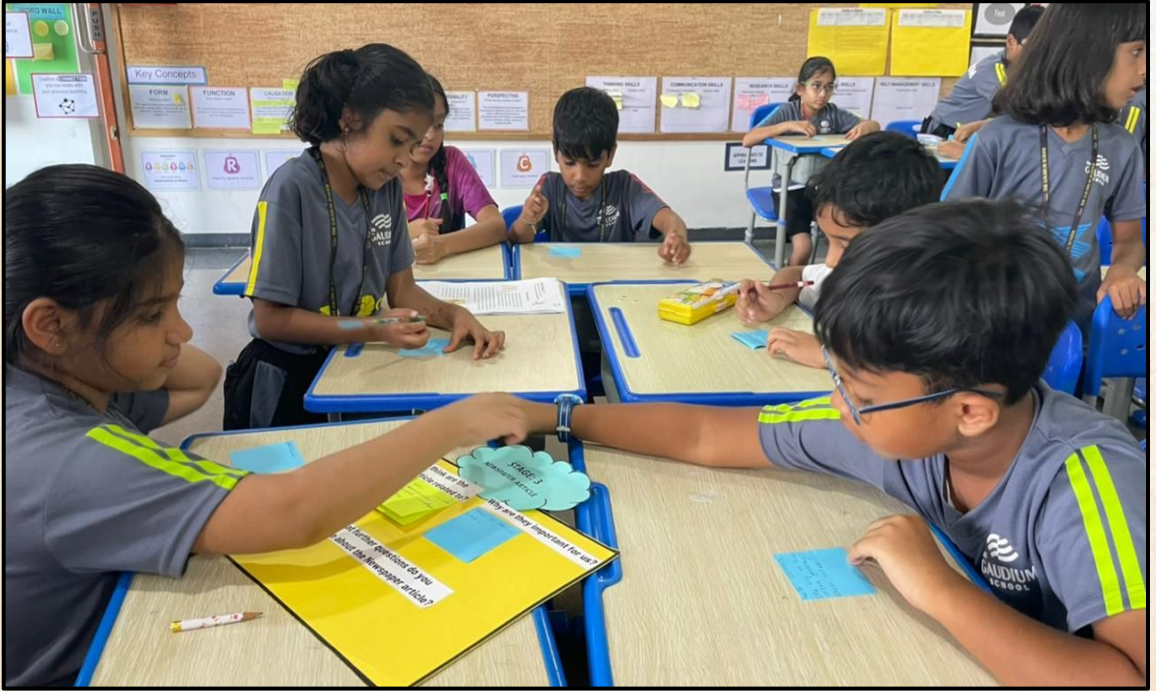
Learning and Teaching- This Month



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Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How we Express ourselves

Central Idea:

Images communicate ideas and information.

Lines of Inquiry:

- The use of static and moving images. (function)
- Interconnectedness of design elements.(connection)
- Ways people interpret and respond to images (perspectives)

Key Concepts:

function, connection, perspective.

IB Learner Profile:

Communicators, Knowledgeable, Inquirers

Unit of Inquiry:

Students will further inquire into the unit by exploring the types of media, sorting them and what is the purpose of the media.

Students will make connections with Arts where they will learn elements of the Arts

Transdisciplinary Language:

Students will continue to work on Adjectives and their types.

They will continue working on picture comprehension and character sketching by following the writing process.

Students will be reading different e-books on the types of media and elements of the Arts.

Transdisciplinary Math:

Students will be making connections to various concepts like- Shapes, lines and angles.

Students will find out how different shapes and lines plays a major role in creating the images.

Learning and Teaching- Month Ahead

Hindi:

Students will read an Ekanki and sort the adjectives. They will choose one Ekanki and share the story with their peers. They will make connections and inquire about verbs and adverbs through various learning engagements.

French:

Students will continue to learn the regular verb "ER" and irregular verbs etre and avoir conjugations in sentences. They will practice the language skills in their daily French communication and also collaboration skills as they work together in French.

Drama

Students will continue rehearsing their annual play. Students will work on their particular scenes, movements and blocking on the stage. They will also be engaged in run-throughs along with props, sets, music, dance and other aspects related to it.

Spanish :

In the month of December 2022, students will continue to learn irregular verbs "tener" and "haber" conjugations in sentences. Students will practice the language skills in their daily Spanish communication and also collaboration skills as they work together in Spanish.

Telugu:

Students will read bravery stories and they will discuss the differences, causes, and purposes in the stories. They will learn the meanings and antonyms of the stories.

Dance: Students will continue practicing for the annual day production. HIP-HOP - Students will recognize how the integration of western dance styles and forms contributes to the development of a dance vocabulary and style Develop an understanding of personal and collective voice and style. Identify basic characteristics in Punjabi dancing.

Learning and Teaching- Month Ahead

Music:

Students will continue learning songs for the annual day. They will explore Tempo in different rhythmic patterns.

Hindi:

Students will read a Non-fiction story of Bal Kahani (Ek Baalak ke Eemaanadaaree) bravery and They will share how this story is different and similar to other stories. The students will connect to real-life situations. They will list down new words and meanings and they will be touched upon the role of the words to describe – adjectives. Students will co-construct the success criteria and choose between describing their Friend, themselves and 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 about passing drills (3touch, 2touch and 1-touch pass) of football. Students will learn about the throw-in and long throw-in.

Art:

Students will be asked to draw a self-portrait) from front or side) They will click their picture / take a photograph and complete the task. They will ensure that they follow the rule of 3 and maintain balance. Students watch a video / listen to a story of how some children make things out of paper. The teacher will ask – what is it called? Origami to be introduced. Students will make a list of the features of origami and where is it from. They will try to make an object using paper.

Happenings Month Ahead

PYP Grades Nursery to 2 Annual Day : 16th December

PYP Grades 3-5 Annual Day : 17th December

Middle & High School Annual Day : 18th December

Special Assembly – Christmas : 23rd December

Holiday – Winter Break : 24th December – 3rd January 2023

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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