



# PRISM

Grade 3



# Message from the Principal's Desk

Dear Parents,

Greetings!

Today, I look forward to sharing with you a wonderful story about facing uncertain situations specially when we know that it will bring change for us.

A stream, from its source in far-off mountains passing through every kind of countryside at last reached the sands of the desert. Just as it had crossed every other barrier, the stream tried to cross this one. But it found that as fast as it ran into the sand its waters disappeared. The stream was certain that its destiny was to cross this desert. Yet there was no way to get across. Then, a hidden voice, coming from the desert sand itself, whispered to the stream: 'The wind crosses the desert, and so can you.'

The stream grumbled that it was racing towards the sand with all its might, but that it was only getting absorbed. It pointed out that the wind could fly, and this was why it could cross a desert. By hurtling at things in your usual energetic way you will not get across,' echoed the voice of the sands. 'You will either disappear. Or become a marsh.



'But how can the wind carry me?' sobbed the stream. 'You must allow the wind to carry you over to your destination.' 'You can be carried but only by allowing yourself to be absorbed into the wind.' The sands whispered. The stream did not like the idea of being swallowed up by the wind at all. After all, it had never been absorbed before. It did not want to lose its individuality.



The wind', said the voice, 'Can help you. It will take up water, carry it over the desert, and then lets it fall again. Falling as rain, the water again becomes a river.' 'But how can I know that this is true?' moaned the stream. 'It is true,' said the voice. 'And anyway, if you don't listen to me, the best you can hope to is be absorbed forever.

But I just want to stay the same as I am!' wailed the stream. Whatever happens, you can't stay exactly the same as you are now,' the voice said. 'But if you act now, the wind will carry you away, so that it can re-form you into a wonderful new stream.' When it heard this, a shadow of a memory flitted across the thoughts of the stream. Dimly, it remembered a state in which it, or some part of it had once been held by the wind. It remembered that way back then, allowing the wind to swallow it up hadn't seemed like the most obvious thing, to do either.

So with fear, the stream raised his vapour into the welcoming arms of the wind. And the wind gently carried his vapour up, up and away. Letting it fall softly, as soon as they reached a mountain, many miles away. And because it had been so worried about what would happen, the stream was able to really appreciate its new home. With a sigh of relief it realised that it now knew what it really meant to be a stream.

Back in the desert, the sands smiled to themselves, saying: 'We knew all along that the stream would be just fine. Stretching from the mountains to the river as we do, we see this sort of thing every day.'

That is why it is said that the 'Stream of Life' is written in the sands.

(Acknowledgement- <https://idriesshahfoundation.org/pdfviewer/the-tale-of-the-sands-01/>)

We all know change is the truth, yet we fear it and resist it. We must look at change as transformation to help us introspect our inner strength, our vision and our purpose. Change challenges us to unlock our potential, to grow from where we are comfortable and rediscover ourselves. Let us help our children prepare for a rapidly changing world, by accepting challenging situations and looking for innovative solutions. In reality, we will unlock their potential to be ready for their world!

Warm regards,

Anjalika Sharma

IBPYP Principal



# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

We at The Gaudium strive to provide our students with opportunities to grow holistically and be happy individuals. One of the developmental pillars of our school is 'Mindfulness and well-being'. We focus on this by providing students with sessions on mindfulness, awareness, life skills and most importantly sports.

Playing sports is one of the most important parts of a student's learning journey. They look forward to the time they spend on the sports field. For some, it is enjoyment time and for others, it is time to pursue their dreams.

The more exposure they receive they find out their innate talents and interest areas. It's our constant effort to guide them to unlock their potential in the field of sports along with academics. They get to choose to play and learn more about different sports like Athletics, Basketball, Cricket, Football, Skating, Gymnastics, Squash, Badminton, Chess, Swimming etc.



"Sports teaches you character, it teaches you to play by rules. It teaches you to know what it feels like to win and lose. It teaches you about life." – By Billie Jean King. Indeed sports bring along discipline and a fighting spirit with it. While playing sports, students learn to fall and stand, face challenges and failures, share the joy of winning, organise their thoughts, think of strategies, manage time, be a team person, work along with their team members, and be a person with a strong character. The development of these skills is also supported by physical development.



One of the core values we impart to our students is 'perseverance'. Our young sportsmen have this value imbibed in them. They are confident individuals who are consistent in their efforts and practices, working step by step to achieve their goals. With each practice session, they gain physical strength and flexibility. They gradually become physically fit and mentally more balanced. As said by Liane Cardes, "Continuous effort – not strength or intelligence – is the key to unlocking our potential." We teach our students to face challenges and never to give up.

It is important that students also learn to face healthy competition. It gives them a scope to self-reflect and analyse their own abilities and skills. To challenge themselves, our students from grades 3 to 5, recently participated in the PYP Hyderabad Sports fest. The sports fest was organised by the IB Schools Hyderabad Network. Students enthusiastically participated in Swimming, Athletics, Cricket, and Football. They were excited to participate in individual and team events. Every participant returned with experience, an experience which is more important than winning or losing. Participating and facing our own emotions and physical abilities in an inter-school event made them rich with an abundance of experience. We wish the participants of the Basketball game to play with fairness and be great team players in the upcoming game. We look forward to providing many more opportunities for our students to participate in sports events in the future.

Regards,  
Durgesh Jadhav  
PYP Coordinator



# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being

Students practiced mindful observation through five sensory organs. Students practiced popcorn breathing, rainbow breathing, and square breathing activities. Students practiced various poses such as flower pose, hands in the sky, squirrel pose and muscle scrunch and relax under mindful movement. Students had their health check-ups by the Medcover hospital team for their physical well-being.



## Core values

The core value for the month, 'Perseverance', was inculcated in various ways. They read books, watched videos, and shared real-life experiences. Students conducted their weekly assemblies.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence:

Students celebrated International Mother Language Day on 21st February 2023 where they introduced themselves in their home and family language. They were further given a choice to share a story/song/poem or describe a picture in their home and family language.



They understood the importance of cultural and linguistic diversity. It was a memorable experience for all the students and teachers to communicate with each other in their home and family language. Students had a session on life skills about self-defense by Mr Pottaraj Venkateshwara Rao where they learnt about the self -defense techniques.

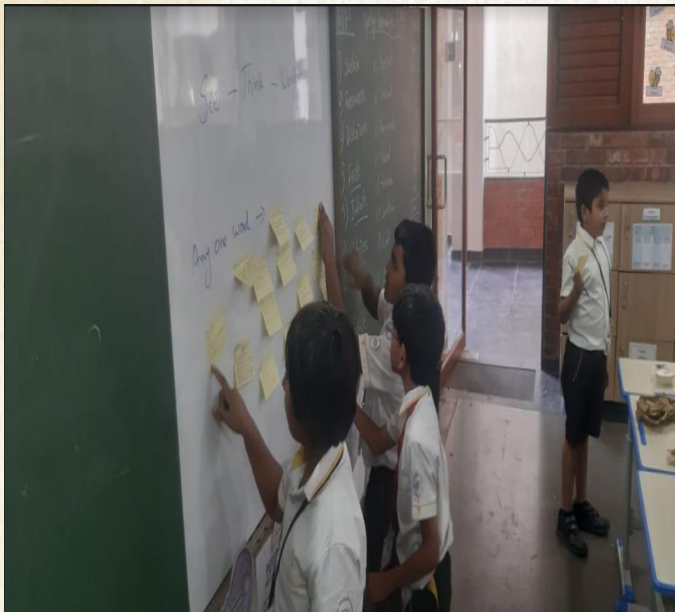
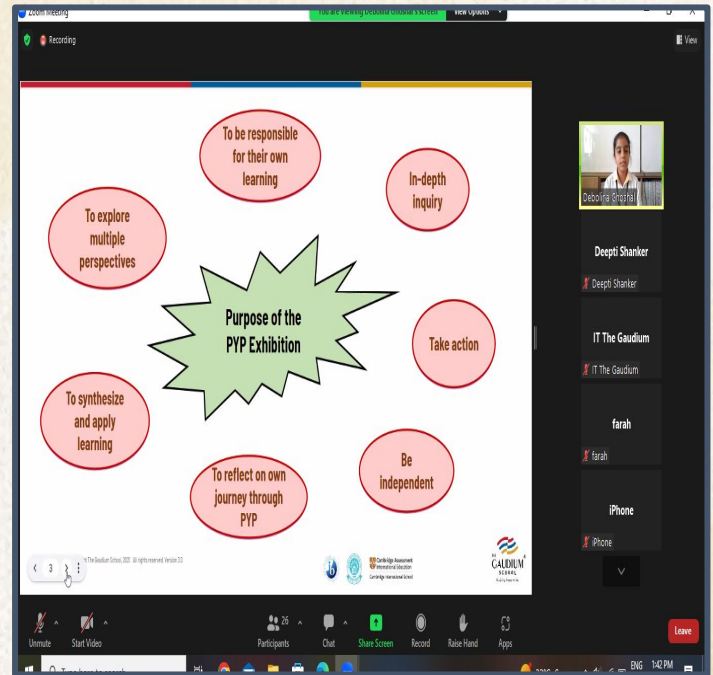


# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement:

Teachers made regular mentor calls to connect and collaborate to learn, grow and add value to the school culture to build strong relationships.

Grade 5 parents had their PYP exhibition parent orientation where the students shared about their exhibition journey so far.



Grade 5 parents had an orientation to know about the subject choices, planning, preparation, and execution of curricula we offer from Grade 6. This helped them to make informed decisions about the child's educational learning paths well in advance.



# School Philosophy- 5 Developmental Pillars

## Global Leadership:

As a part of the global leadership, students were involved in co-constructing essential agreements for the classroom and group discussions. They continued to take ownership of their learning by setting goals, reflecting on their progress, recognizing their strengths and areas for improvement, and discussing the next steps.



Students revisited the United Nations Sustainable Development Goals (UNSDG) and shared their understanding.



# Professional Development

## School policies:

We reflected and reviewed the Library, Inclusion, Admission, Academic Integrity, Language, Assessment, Homework, IT, and code of conduct policies. The teachers in groups read the policies and reflected on their implementation in the classroom and school. They shared their perspectives and posed questions to deepen their understanding. They documented the review process and the points for celebration as well as further development.

## ILD Session:

The team-building activities were conducted by Ms. Prutha, Ms. Hadiya, and Ms. Nanitha from the ILD for the teachers. Team building activities help to cooperate and collaborate in problem-solving, develop empathy and trust in the group and yourself, enhance creativity, and boost self-esteem.

The team building session was followed by an interactive session where teachers discussed effective methods of being connected with the stakeholders and positive ways to help the students in their academic, social, and emotional well-being.

## Assessments:

We had a PD on assessments conducted by Ms. Pooja and Ms. Aparna from NNK campus.

- Assessment is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.

- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and communicated

## Characteristics of effective assessment:

- Authentic: It supports making connections to the real world to promote student engagement.
- Clear and specific: This includes desired learning goals, success criteria and the process students use to learn.
- Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well rounded picture of student learning.
- Developmental: It focuses on an individual student's progress rather than their performance in relation to others.



# Professional Development

- Collaborative: It engages both teachers and students in the assessment development and evaluation process.
- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning

## **PYP Planners:**

We had a PD session on the importance of IB PYP Planners conducted by Ms. Smita Parikh and Ms. Azra. The PYP planner has been developed for use by all teachers whose teaching is organized around the exploration of a central idea. All teachers, including single-subject teachers, should be using the planner to facilitate the collaborative planning process and ensure that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum.

The planner is to be used to facilitate more extensive inquiries. All teachers in the school have a responsibility for developing or contributing to the development of planners to support the units of inquiry documented on the programme of inquiry.

Teachers had an opportunity to collaborate with different grade-level team members and shared their ideas and completed the three sections - Reflecting and planning, Designing and Implementing, and Reflecting on the planners followed by sharing their reflections.



# Learning and Teaching - This Month

## Unit of Inquiry:

## Transdisciplinary Theme:

Sharing the planet

## Central Idea:

People make choices to support their pieces of art using these natural resources. the sustainability of the resources.

## Lines of Inquiry:

- Distribution and use of finite and infinite resources
- Cause and effect of people's choices on resources
- Ways to sustain resources

## Key Concept:

Function, Causation, Responsibility

## IB Learner Profile:

Open-minded, caring

## Unit of Inquiry:

Students inquired into the new unit of inquiry, where they explored and inquired about finite and infinite resources. They went on a nature walk as a part of their provocation to explore different natural resources. Students created

They further looked into the distribution of resources in the world. They marked the countries with different resources on the map.

Students also researched the choice of resources and their impact on people and the sustainability of the resources.

Students discussed the real-life issues/problems that they face as a part of their design thinking process.

## . Transdisciplinary Language:

Students continued to co-construct the weekly spelling list to enhance their vocabulary. Students made transdisciplinary connections with prefix and suffix words. While researching finite and infinite resources students made the transdisciplinary connection with the newspaper article. Students had various learning engagements and identified the features of the newspaper article.



# Learning and Teaching- This Month

## Transdisciplinary Math:

Students connected to transdisciplinary math to balancing equations while inquiring into finite and infinite resources, data handling – reading and interpreting various graphs, problem-solving, and data analysis. Students continued practicing mental math every day.

## Additional languages:

### French:

Students revisited the numbers and then learned how to express the time in French. They also started to learn the weather expressions in French.

### Spanish:

Students learnt the verbs “Tener, Estar and ser” conjugation in small phrases and body parts, places, and school objects using articles in Spanish.

### Telugu:

Students learned the story Kanuvippu about tree planting. They identified the new words and learned the meanings and antonyms of those words. By learning the rhyme of the seasons, the students identified the relationship between the month and the season. The students also identified the rhyming words and a couple of words from them.

## Hindi:

Students read the poem related to nature and identified the rhyming and adjectives in the poem. They started to write their Understanding of the poem in sentences/paragraphs.

Students looked at the rhyming words used in the previous poem.

They made a list of the same and added a few more. Using these words, they wrote/ created 4 lines of a poem individually / in pairs.

Students recited the ‘Prakriti Aur Hum’ and wrote new words and their meanings from the poem. Students came up with the words from their daily life and wrote rhyming words for the same. Students looked at shared 4- 5 problems that are happening due to human misuse of nature. Students tried to categorise them into facts and opinions.



# Learning and Teaching - This Month

## Drama:

Students created and rehearsed an improvisational theatre performance. They learned how to develop a performance and shared their ideas during the reflections or group discussions. Students learned about various skills related to drama like emotions, expressions, movement, voice modulation, characterization, etc.

## Dance:

Students learned about body isolation through body warm-up, body stretching and basic movements of the dance. This will help them to perform a high range of movement.

## P.E.

- Students practiced the drills.
- Students did the self-continuum on football.
- Students researched and explored sports (basketball).
- Students learned about the low dribbling technique.

## Music :

Teacher and students co-constructed the assessment task and tools. Students chose the karaoke track for one of the songs, "Country roads take me home" or "This land is your land", and sang the song individually by implementing the elements of music (Pitch, Rhythm, Tempo) and Diction. Students explored the musical instruments and their classification (wind, string, percussion, and brass) after watching the video.

## Art:

Students were shown different pictures related to movement. They also watched a video and came up with the word-movement. They further defined that movement is visible through- patterns, lines, colour, position/ form and dots. Students chose one of these to create an artwork to show movement. Students experimented with a different medium and were introduced to a single colour with monochrome painting. They also explored multi-colour composition using soft pastels on the paper.



# Learning and Teaching - This Month





# 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:

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:

Students will inquire into a new unit of inquiry "migrations" under the Transdisciplinary theme "Where we are in place and time". They will frame research questions and will be able to connect them with the key concept of causation, change, and connection while investigating about reasons for people's migration. They will have a guest session to know more about their experiences related to migration. The guest session will help them to choose open-ended questions which lead them to inquire further about migrations.

Students will further take part in discussions, watch videos, and read books to understand the reasons people migrate. Further, they will sort the reasons under the push and pull factors of migrations.



# Learning and Teaching- Month Ahead

## Transdisciplinary Language :

Students will make transdisciplinary connections to tenses while discussing migrations that happened in history. They will further learn about present perfect and continuous tenses through various learning engagements.

While researching migrations in history they may connect to note-taking and take notes from videos/handouts/websites/books etc. to find answers to their research questions. They may also connect to predictions, causes, and effects during the research on migrations in history.

Further, they will also explore various stories of famous people who migrated and may connect to biographies. They will be able to connect to biographies and autobiographies and will learn about their migration stories and the achievements of famous personalities such as Kalpana Chawla, Alfred Nobel, Mother Teresa, Anne Frank, etc.

## Transdisciplinary Math:

Students may connect to math transdisciplinary connections with distance during the discussions. They further learn about standard and non-standard forms of measuring distance. Students will have a learning engagement on the conversions of units.

Students also connect to timelines during the discussion on the important migrations that happened in history. Further, they may connect to time and learn reading time in different ways, elapsed time, currencies, fractions through various learning engagements. They will also learn about directions and locating different places on maps using 8 directions and latitudes and longitudes.



# Learning and Teaching- Month Ahead

## Hindi:

Students will watch a video story about protecting trees and nature. Students will be given a choice to predict what will happen next. Students will identify the problems in the story –problems happening due to nature, human actions, etc. Students will look at 3 pictures and will describe what they see, What happens next, and the conclusions. Students will be asked to choose to describe words/ sentences from the story. Students will be asked to reflect on the story and suggest an alternative ending and support it with reasoning.

## French:

Students will continue to learn the weather expressions. They will revisit the irregular verbs – etre and avoir using them in sentences. Students will practice the language skills in their daily French communication and also collaboration skills as they work together in French.

## Telugu:

Students will learn facts and opinions from the story. They will also learn poems and sentence structure with words.

## Spanish:

Students will learn time, daily routine and nationalities in Spanish phrases. Students will Practice the language skills in their daily Spanish communication and collaboration skills as they work together in Spanish.

## Music:

Learners will continue exploring musical instruments (wind, string, percussion, and brass). Students will explore transformation or change in musical instruments.

Students will compare music from different times and places.They will create rhythm/tune independently and with peers.

Students will start to learn the new song, "It's a beautiful day

## PE:

Students will practice low dribbling in basketball. Students will work on the self-continuum of basketball.

Students will learn about the basketball court, its rules and regulations. Students will do some task-sheet based on basketball.



# Learning and Teaching- Month Ahead

## **Dance:**

Students will learn about the basics of hip-hop dance. They will recognize how the integration of Western dance styles and forms contributes to the development of advanced vocabulary and style. They will be able to identify the basic characteristics and vocabulary of hip-hop.

## **Art:**

Students will look at 2 pictures/ artwork/ photographs where the first picture shows harmony in color, design, pattern, etc., and the second one shows no balance. Students will discuss – which picture appeals to them and why? They will share words like – harmony – appealing and chaotic. Students will list down the elements of art to focus on while creating harmony in an artwork- colour, form, and shape. line etc. They will make a simple artwork related to what they see or want to see around them and describe harmony in it – as they perceive it.

## **Drama:**

Students would engage in final rehearsals of their improvisational theatre play. Students will learn about the various kinds of stages and their types, the terminology of the stage, and also about the technical and creative aspects associated with it.



# Happenings Month Ahead

**Grade 1 Theatrical Evening: Friday, 3<sup>rd</sup> March**

**Women's Day Celebration: Tuesday, 7<sup>th</sup> March**

**Holi: Wednesday, 8<sup>th</sup> March**

**PYP Student Led Conference: Saturday, 18<sup>th</sup> March**

**Ugadi: Wednesday, 22<sup>nd</sup> March**

**Ram Navami: Thursday, 30<sup>th</sup> March**

## **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/>

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