



PRISM

Grade 3

Message from the Principal's Desk

Dear Parents,

Greetings!

I have often heard teachers and students talk about design thinking in the classrooms. They often discuss that in order to solve problems, we need to understand the experiences of others with empathy. We must look beyond superficial findings, and replace it with real understanding. It is important for us to feel connected to one another and feel valued.

In the land of the Maasai, in Southwest Kenya, there was a girl named Rebecca. Rebecca lived near a large national park, where there were golden lions, and big grey elephants. Rebecca's family kept cattle, sheep and goats and depended on farming for food for their animals. Rebecca went to school and helped her family care for the animals when she was home. One very hot day, Rebecca found her mother crying. "Our crops have been bad this year," she said. "Now our goats and sheep might die."

At school, Rebecca asked her teacher why there had been so little rain that year. "We have had many days without rain," said her teacher. "When we have no rain, plants cannot grow. Without plants to eat and water to drink, our animals die." Everyone in the class was quiet. They were worried for their families, their animals, and their community. At the school library, Rebecca searched for information about rain. What she learnt was difficult. The whole world was getting hotter, and there was less rain.



She learnt a new term: "Climate Change." Cars, buses and airplanes are making the air dirty. Trees are being cut down, and used to make buildings. And trash is buried in the ground. All these things are harming nature.

For the whole day Rebecca felt sad. What can just one girl do to help the whole world? Rebecca decided to talk to her teacher about what she has learned. "It is a big problem for the Earth," her teacher explained. "But there are some things we can do to help, like planting trees to make nature stronger."

As Rebecca walked home, it was hot and she stopped to drink from her water bottle. She couldn't stop thinking about the lack of rain, and how she could help her community. Then she had an idea. "I've learned so much about climate change," she thought. "It would help if everyone knew about this problem!" The next day Rebecca asked her teacher to give a lesson about the world's changing weather, and the damage humans were doing to nature. At the end of the class, Rebecca stood up. She asked everyone in her class to go home, and teach their parents about what they had learned. In just a few days, everyone was talking about how humans were harming nature. One day, the Elders held a meeting to talk with Rebecca about what could be done to help nature. The elders discussed that the problem they faced was so big. And most of the harm to nature was happening in big cities, far away from their community. "Let's write a letter to the President of Kenya," one elder says. "He needed to know that we cannot live with no rain. Then maybe he will make changes to our laws to stop harming nature."

Rebecca took a letter and shared it with her classmates. They each asked their families to sign their name at the bottom to show their support. In Nairobi, the President read the letter from the Maasai community. He had many other letters, from other parts of the country. "I need to help Kenya protect nature," he thought. In the Maasai community, everyone agreed to plant a tree outside their home. Rebecca and her Mother dug a hole together, and put the seedlings in the soil.

At Rebecca's school, the head teacher talked to all the students. They asked Rebecca to stand at the front. "Protecting the environment is a big job - and everyone in the world has to help." The Principal said, "But we would like to thank Rebecca especially, for helping us learn and make a change. Imagine if we all helped our community!" Rebecca was so happy. She soon began thinking about what she and her friends could do next to help nature and her community.

(Acknowledgement / Adapted
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Our grade 5 PYP Exhibition focuses on creating lifelong learners, who understand that empathy can be cultivated through observation and reflection. We must help people recognize and think beyond themselves. Many times, we forget to appreciate the little things that surround us and give our lives meaning. Changemakers see opportunity as they are driven by hope. We must encourage our students to be changemakers, who believe in themselves, ready to take up challenges and look for opportunities to innovate to be design thinkers.

Warm regards,
Anjalika Sharma
IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer season has set in, and along with the scorching heat comes the most awaited time for kids: summer vacation. Who doesn't love vacations? Everyone does! The longer days mean more time to play, learn, enjoy and have fun. Time to have our own day's routine, liberty to choose what we love the most to do, read books, learn something new, play sports for hours, travel etc., every individual has their own definition of the best summer break.



"Play is fundamentally important for learning 21st-century skills such as problem-solving, collaboration and creativity." – By American academy of paediatrics. Children need to play, especially outside, close to nature. It might be any play, just having free play time, solitary play, unparalleled play, group play etc. Playing has several benefits to it. It is beneficial for children's mental health and physical health. Children who are a part of outdoor activities are happier. Just an hour in the park, and you would observe the children trying out new things, being imaginative, making new friends, giving turns on the slide, being caring towards others, having small competitions with each other, balancing and coordinating, jumping and running and the list goes on.

"The more that you read, the more things you will have. The more that you learn, the more places you'll go." – Dr. Seuss. Summer vacation is also the best time to inculcate reading habits in children. Beginning with a book where their interest lies, a well-chosen genre per the child's likes and dislikes, and a book they can read and comprehend independently is what is required to start with. Having a family reading time, modelling it, talking about books, creating a reading space and decorating it together with them, gradually leading the small reading sessions into a daily habit. Reading habits help children in enhancing their vocabulary and knowledge and develop their imagination.

Melanie Jean Juneau says, "Kids need time to be bored; that is how creativity is born." We can easily compare the gadget-free days of our elder's childhood and the children using gadgets the moment they get free. Technology is a boon but also a bane. Nothing in excess is good. On the one hand, we often see children using phones, iPads, and television just as soon as they are a few months old; these are children who gradually get into a habit of screen time. Then there are children who have access to either no or a monitored and well-timed screen time. Children who play, indulge in physical activities, learn something new, get bored and enhance their skills versus the ones who sit in one place for hours, without even blinking their eyelids at times, watching things, learning and imitating behaviour and getting so engrossed that they hardly talk to people around them. Technology has its own benefits, but it's also important to use it for the right reasons. As rightly said by Albert Einstein, "Imagination is more important than knowledge." For a child who is bored, instead of providing an alternative, try and observe how creative he/she can be.

Children look forward to travelling to new places, talking about the history, culture, food, and attire, and observing things. This is one of the best times to create memories, learn from observing and having first-hand experience, make real-life connections, and, most importantly, learn useful skills and values. Their happiness after every trip can be seen every time they remember it and speak about it.

It's time for us adults to take a moment, not plan for but plan with our children what is best for them, understand what they really wish to do, travel, and spend time with them to build a stronger bond, especially with the extended family members. Let's turn this summer vacation into a time which is our children's time to have fun and enjoy and learn from experience.

Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students practiced mandala art through five sensory organs. They practiced count breathing, square breathing, dinosaur breathing and bell breathing activities. The students further practiced various poses such as flower pose, squish and relax, and balancing self and standing tall under mindful movement. We celebrated International Happiness Day by reflecting about what makes us Happy.



Core values

The core value for the month "integrity" was inculcated in various ways.

The students took part in different learning engagements like watching and listening to stories and reading books related to integrity. Students shared real-life examples where they demonstrated integrity.

The students also shared their views about the same in their assemblies.

School Philosophy- 5 Developmental Pillars



Holistic Excellence

Design thinking-is a creative process that encourage students to make a positive difference inside and outside the classroom. While inquiring - People make choices to support the sustainability of the resources, students explored about ways people's need and wants are affecting the sustainability of natural resources and they explored different conservation efforts. The students worked collaboratively to come up with innovative ideas for the identified problem.

Stakeholder engagement:

We had the Student Led Conference (SLC). The purpose of the SLC is for students to accept responsibility for their work, reflect, discuss, and report the same to their parents. SLC is a learning process for the students that helps them understand how they operate as learners while developing vital life skills such as communication and organization. The students shared their work, reflected, discussed, and reported the same to their parents. They shared their learning and the progress they are making in their learning both academic as well as co-curricular followed by their feedback. The students also shared their portfolios. The Gaudium School celebrated International Women's Day by hosting an event that aimed to empower and celebrate women around the world.



School Philosophy- 5 Developmental Pillars

Dr. Anusha, a consultant obstetrician and Gynaecologist, was invited to speak on the importance of women's health and well-being. The Women's Day celebration was a great success and brought the school community together to celebrate the achievements and contributions of women. The event was also a powerful reminder of the importance of empowering girls and women to pursue their dreams and reach their full potential. The Gaudium School's Women's Day celebration was an inspiring and meaningful event that demonstrated the school's commitment to promoting women's health and well-being while celebrating the achievements and contributions of women around the world.

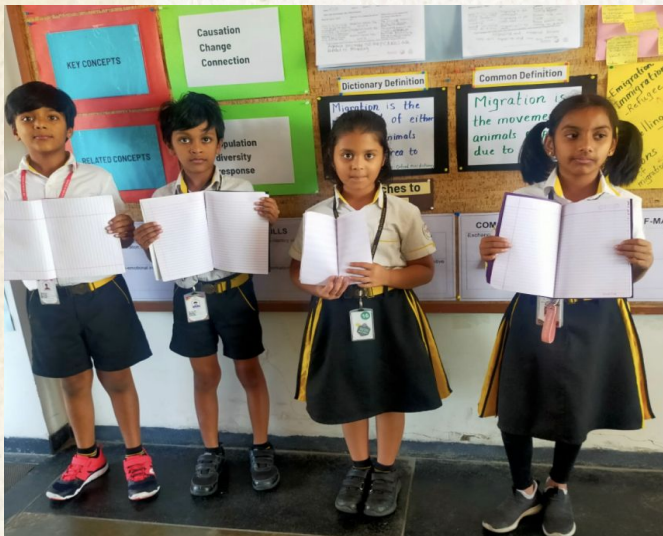


Global Leadership:

As a part of the global leadership, the 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.

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



Learning and Teaching – This Month

Unit of Inquiry:

Where we are in place and time

Central Idea:

Migration is a response to challenges, risks and opportunities.

Lines of Inquiry:

- Reasons for migration(causation)
- Migration throughout history(change)
- Effects of migration on communities, cultures and individuals (connection)

Key Concepts:

Causation, change, connection

IB Learner Profile:

Knowledgeable, Open-minded, Inquirers, Caring

Unit of Inquiry:

The students began their new unit of inquiry about migration under the theme 'Where we are in time and place'.

For the provocation, they were given three pictures and were asked to give a title for each one individually and one for all three together. They came up with the word 'Migration'.

Later they framed student questions and sorted them according to the related key concepts.

The students researched and collected information about the meaning of migration, who migrate, types of migrations and reasons for migration.

They learned about the push and pull factors of migration and its effect on the host and the foreign country

Learning and Teaching- This Month

Transdisciplinary Language:

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

While inquiring migration they made connection with 'Verbs' and 'Verb tenses'.

The students had a re-cap of verbs and learned about different types of tenses - past, present and future tense, present continuous and future continuous tense.

Transdisciplinary Math:

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

The students made connection with measurement - distance.

They learned about the standard and non-standard units of measuring distance.

The students learned to use a ruler and measured different things around them.

They learned how to convert kilometre into metre and vice versa, centimetres into metres and metres into centimetres etc.

Learning and Teaching- This Month

French:

The students continued to learn how to express the weathers in French and revisited the irregular verbs *etre* and *avoir* using them in sentences. They also learned how to introduce oneself in French. In the month of April 2023, students will revisit the regular verb *ER* using in simple sentences. They will relearn how to express the time and weathers. The students will practise the language skills in their daily French communication and also collaboration skills as they work together in French.

Spanish:

The students learned about the countries and nationalities, verbs “*Tener, Estar and ser*” conjugations in small phrases, body parts, places, school objects using articles in Spanish.

Hindi:

The Students read the story about protecting trees and discussed facts and opinions from the story.

The students read the story on protecting trees again and identified the problems in the story – problems happening due to nature, human actions, etc.

The students revisited the story and listed the possible effects of these problems. They concluded that every problem has a cause and an effect.

The students shared their understanding of nature through writing sentences/paragraph or poem.

The students looked at pictures and chose anyone to describe.

The students chose describing words/sentences from the story. They tried to replace them with their synonyms.

Learning and Teaching- This Month

Telugu

The students researching about protecting trees and learn some moral values. They will be introduced to the tenses through their daily routines. learned the seasons and Telugu months by learning the poem related to nature.

Fact and opinion, chitra varnan, synonyms and meanings also practiced through the stories.

Music:

Elements of music - Pitch, Tune, Rhythm, and Tempo

Learners explored musical instruments (wind, string, percussion, and brass). The students explored transformation or change in musical instruments.

They created rhythm with the percussion instruments independently and with peers by applying rhythmic patterns and syllables.

The students started to learn the new song, We are the world.

They practiced and performed the songs; country roads take me home and; This land is your land; with the karaoke track and; Yudh ka ye ant hai without the track.

Drama:

The students are creating and rehearsing an improvisational theatre performance for Theatre Week. They are learning how to develop a performance out of a simple idea or ideas shared during the reflections or group discussions.

During this process, the students also came to know that theatre is not just about Acting, it is also about many other aspects of theatre like set design, making a scene change, knowing cues, taking entries and exits on time, using music and sound if required etc.

Learning and Teaching- This Month

Dance:

The students learned about body isolation through body warm-up, body stretching and basic movements of dance which is going to help them to perform high range of movement. They also learned the basics of hip hop dance.

PE

The students have practice the low dribbling in basketball.

Students have started the self-continuum of basketball.

Students also learned about the basketball court and did a task-sheet based on basketball.

The students have also learned passing skills (bounce & chest pass).

Art:

The students showed different pictures related to movement. They also watched a video and came up with the word-movement.

They have further defined that movement is visible through-patterns, lines, colour, position/ form and dots. The students chose to create an artwork to show movement.

The students looked at 2 pictures/ artwork/ photographs. One shows harmony in colour, design, pattern etc. and the second one shows no balance.

The students discussed - which picture appeals to them and why? They talked about words like - harmony - appealing and chaotic.

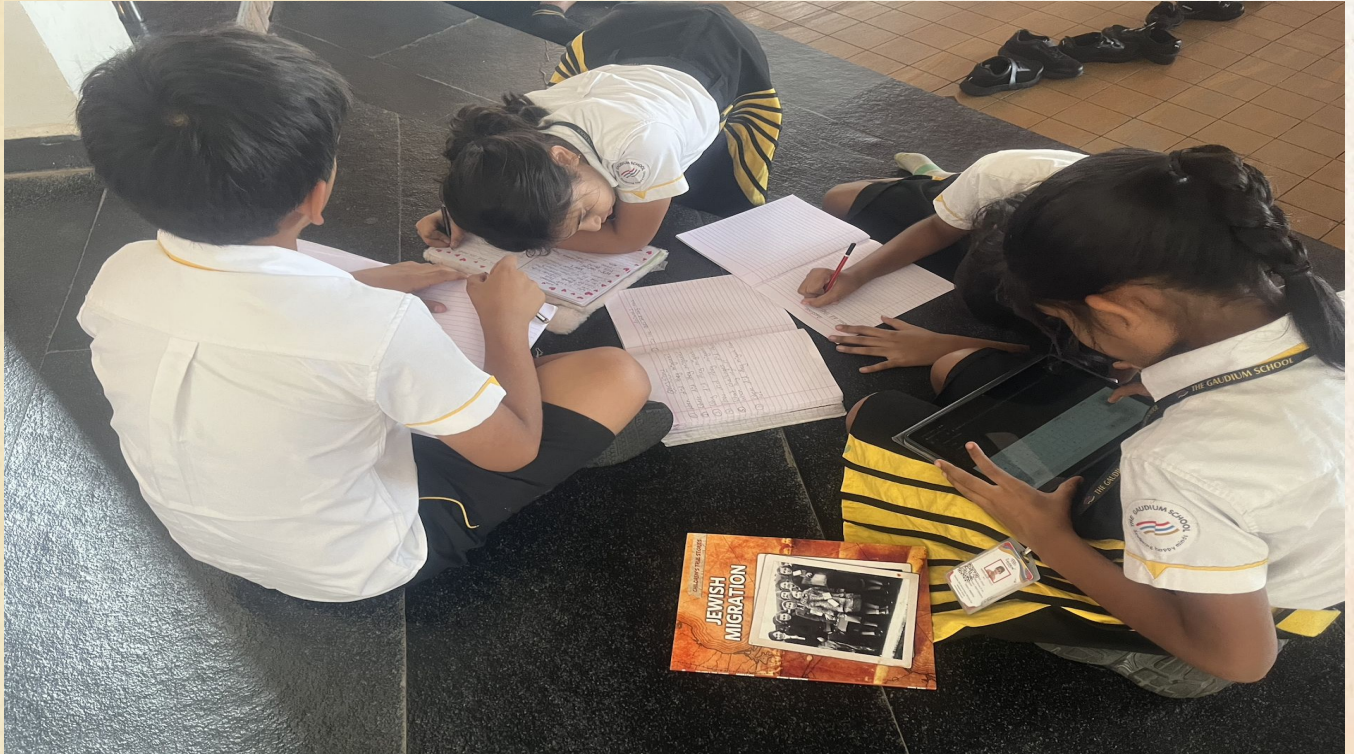
The students listed down the elements of art to focus on while creating harmony and unity in an artwork- colour, form, shape. Line etc. They made a simple art work related to what they saw or wanted to see around them and described harmony and unity on the canvas with acrylic paint - as they perceived it.

The students were asked to create an artwork using all elements to show movement and unity- They co-constructed the success criteria and the tools for assessment.

Learning and Teaching- This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Unit of Inquiry: Migration

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:

In the month April , the students will continue researching about migrations.

They will research about the major migrations that took place in the past and analyse them to find out the reasons for those migrations.

They will find out the the effects of migration on communities, cultures and individuals.

Learning and Teaching – Month Ahead

Transdisciplinary Language:

The students will make connection with autobiography and biography and they will also make connection with Letter writing, cause and effect.

Transdisciplinary Math:

The students will continue having mental Math practice and solve the problems

The students will make connection with data handling, timelines and patterns.

Telugu:

The students will continue their learning about tenses by making sentences in present, past, future.

Hindi:

The students will revisit to describe pictures in sentences/paragraph. The students will revisit opposites and synonyms.

French:

The students will revisit the regular verb ER using in simple sentences. They will relearn how to express time and weathers. The students will practise the language skills in their daily French communication and collaboration skills as they work together in French.

Learning and Teaching – Month Ahead

Spanish:

The students will continue to learn seasons time, daily routine and nationalities in Spanish phrases. Students will practise the language skills in their daily Spanish communication and collaboration skills as they work together in Spanish.

Drama:

The students would engage in final rehearsals of their improvisational theatre play until they perform it and then afterwards they would learn about the stage and various technical things related to it. They would learn about various kinds of stages and their types, terminology of the stage and also about technical and creative aspects associated with it.

Art:

The students will look at various compositions of principle of art and elements of art (5) and try to respond to them by identifying what makes them (6 elements of composition) They will describe each one of them. They will make a list of the characteristics of an art composition.

The students will be asked to make an artwork using only 2 elements (any topic of their choice) (Time bound) and share – how did the artwork make them feel and why.

The students will be asked to make an art composition related to their real life- what is happening? What they want to do? OR What they do not want to do? The students will be giving 2 lessons for the same.

PE:

The students will practice shooting in basketball. They will learn about the basic rules of basketball. The students will end the self-continuum of basketball. The students will do their final-assessment.

Learning and Teaching – Month Ahead

Dance:

The, students will recognize how the integration of Western dance styles and forms contributes to the development of a dance vocabulary and style. The students will develop an understanding of personal and collective voice and style. They will further identify basic characteristics and vocabulary in hip hop.

Music:

The students will continue exploring musical instruments (wind, string, percussion, and brass).

They would continue to explore transformation or change in musical instruments.

The students would compare music from different times and places and change in music.

The teacher will introduce beatboxing to the learners. They will reinforce the songs learned in grades 2 and 3.

Happenings Month Ahead

Grade 5 PYP Exhibition: Saturday, 1st April

Good Friday : Friday, 7th April

Graduation Day – PP2 & Grade 5: Saturday, 8th April

PYP Three Way Conference: Saturday, 15th April

Last Working Day : Friday, 21st April

Our website:

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

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

Learning blogs:

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