



# PRISM

Grade 3



# Message from the Principal's Desk

Dear Parents,

Greetings!

Academic year 2022-23 has come to an end. Our students have worked hard inside the classrooms and participated in a range of learning opportunities outside as well. Often people around us talk about success and I wonder what it is. I read through these two short stories that answered these questions!

Once a man asked Socrates the secret of success- what is success? Socrates asked the young man to meet him near the river next morning. The young man came to the river next morning. Socrates was waiting for him. He asked him to walk with him towards the center of the river. When water got up to their necks, Socrates took the young man by surprise and ducked him into the water. The boy struggled to come up to the surface but could not do so. The boy tried his best, but Socrates was strong. He kept him inside the water till he turned blue. Just then Socrates took the boy out of water and the first thing he did was gasp a deep breath for air. Socrates then asked him- what did he want the most when he was inside the water. The young man replied - air. To this Socrates replied that when you want success as badly as you want air you succeed. There is no other secret to success.



Once a sage came to meet a king. The king was very busy and hence the sage had to wait. After a while the gate keeper called the sage and took him to the king. Upon entering the hall, the sage took off his hat and bowed to the king. Just then the king too took off his crown and bowed to him. Seeing this the king's minister asked him why he did so because the sage was a common man while he was the ruler of the kingdom. To this the king replied that the sage took his hat off to show his respect to the king, which is a virtue. If he did not take his crown and show his respect it would mean that the king is less humble and has no virtue in comparison to an ordinary man.

Adapted from-

<https://moralstories26.com/story-of-burning-desire-socrates/>



It is very important that we create this deep desire for success in our students, teachers and teams but also instill in them the virtue of humility and respect. Success with humility is very powerful. Humility helps you build trust with others. Humility helps learn. Trust and knowledge are two of the most important aspects of development and success. Humility reminds that there is someone behind us helping us and someone ahead of us guiding us.

As we look forward to the next academic year to unfold in June, 2023, we will continue to focus on greater success with humility and instilling core values in all our stakeholders to balance their inner as well as outer worlds to emerge as responsible global citizens.

Warm regards,

Anjalika Sharma

Head of School IBPYP



# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer break is a much-awaited break for students worldwide, and understandably, they want to make the most out of it. For most students, summer is typically associated with relaxation, visits to the beach, and hanging out with friends. However, students can also use this break to be productive and learn new skills and gain experiences.

The best teacher for children is to experience things. Summer break allows students to constructively plan their day and utilise this time to experience and learn. Starting from planning their own day, organising their belongings, and contributing to household chores to learning a new skill everything is vital for students to experience and learn.

As adults, the more opportunities we give them to solve their own problems, experience unfamiliar situations, enhance communication and social skills, be creative, decide for themselves etc more our children become successful independent individuals.



In our own family settings, as adults, we can provide them with an environment where they learn to take on small responsibilities and become independent. Tasks like preparing your own bed, arranging toys, watering plants, etc might seem like small chores but help them learn organizational skills and become independent.

Summer breaks are also a time when we can prepare students for the upcoming academic session. Reinforcing and helping children with the learnt concepts keeps helps in building a strong foundation. Discuss and help them identify their strengths and areas of improvement to set goals for this summer break. Once SMART goals are set accordingly, the concepts which need their attention can be revisited.



To enhance their reading skills and build a strong reading habit, a few ways could be allowing them to set their own reading corner, picking books from their favourite genre to start with, having family reading time, being inquisitive and asking about the books to know their comprehension and how far have they connected with the books etc. Initially, spending 15 mins every day without a miss can also do wonders.

Writing skills come naturally to some and for some children, it is a task. For children, the initial writing task needs to be fun. For toddlers, using thick crayons to thin crayons and then to pencils, writing in a tub filled with water or sand, using fingertips to understand formations, plucking leaves, sorting grains, etc is a great start. As they grow allow them to share their thoughts, and write whatever they wish to, something from their interest areas or experiences. At this moment it is important that we just encourage them to write. Then introduce them to re-read their own piece of written work, gradually, letting them know the spellings, use of vocabulary, sentence construction etc. It is a good idea to introduce them to different writing strategies, for instance, ARMS (Add, Remove, Move, Substitute), and COPS ( Capitalization, order, punctuation and spelling).

Mathematical concepts are best practised when associated with real-life connections. Asking children to calculate the cost of their shopping, associating time with their own schedule planning, helping them maintain the waking and sleeping hours, talking about speed distance from one place to the other while travelling etc are all great ways to build their mathematical concepts.

Sharing our life experiences, travel experiences about different places, and initiating talks about the environment, plants, animals, geographical locations, places, culture, arts, music etc is also a way to help them learn new things. It also helps in bonding with them.

In conclusion, although summer break may be associated with relaxation and entertainment, children should be provided with opportunities to remember the value of the break and to build their future.

Wishing a very memorable and enriching summer break!

Regards,  
Durgesh Jadhav  
PYP Coordinator

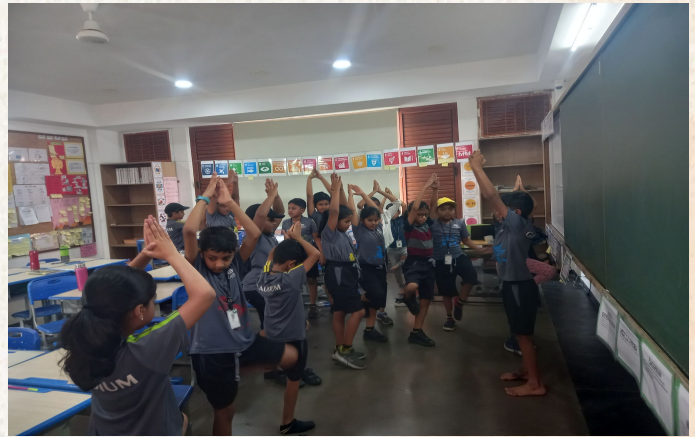


# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being

As a part of their daily routine, the students continued practising mindfulness to enhance concentration and regulate emotions. They were engaged in different mindful exercises such as volcano breathing, hissing breathing, goal setting, and mandala art.

The students actively participated in the group discussions followed by their reflections.



## Core values

The core value for the month is integrity". The students developed and demonstrated the core value of integrity by reading various stories, watching videos, and answering quizzes relating to the core value. The students shared their real-life experiences during the weekly assemblies.



# School Philosophy- 5 Developmental Pillars

## Holistic Excellence:

The students, parents, and teachers worked collaboratively and employed critical thinking skills to develop a more profound understanding of the themes.

The students continued reading books and discussed and shared their reflections using the various strategies along with their peers.

The students celebrated the theatrical day with their peers. They performed acts related to UN sustainable goals.



## Global Leadership:

The students discussed ways they could take action to create a sustainable world. They developed a deeper understanding of global issues and explored ways to take action towards creating a more equitable and sustainable world. They had been working towards personal development through the co-construction of essential agreements, group discussions, setting learning goals, reflecting on the progression of their learning journey and working independently towards improving themselves.



# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement:

The Gaudium School celebrated the learning of the young students from PP2 Nanakramguda campus, PP2 Kollur campus and Grade 5. This event marked a significant milestone in their academic journey and the stakeholders took great pride in having played a role in their growth and development. We had a three-way conference that helped the stakeholders to meet, reflect and understand the academic journey embarked upon and share any specific inputs to help us progress further.

The "All-Hands Meet" was conducted where the school achievements and long-term plan were shared with the staff followed by the felicitation of the staff members for their achievements.



We had a session with Dr. Rammohan Reddy, a senior consultant in Trauma & Orthopaedics, lower limb arthroplasty, and sports injuries with 30 years of dedicated patient-centric practice, and with Dr. Mallikarjun, a Robotic Surgeon and Urologist for the staff's well-being.

We had an interactive session with Dr. Divya Devalupally on 'The Teenage Brain' and 'Dealing With ADHD in the Classroom'. She also addressed the staff on work-life balance which included the professional work ethics and attitudes.



# Professional Development

## **Reading Sessions:**

### **Learner Agency:**

Implementing Agency sessions focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. We shared how the students take initiative, express interest and wonderings and make choices to achieve their goals.

### **Learner Profile:**

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional, and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active, and caring community members who respect themselves, others, and the world around them.

We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action. We also shared a few examples of how these attributes are connected to learning goals, actions, self-assessment, etc.

As a team, we read and reflected on how the attributes of the learner profile are connected to transdisciplinary learning. We shared our perspectives on how the attributes of the learner profile are developed and revisited through the units of inquiry through subject-specific investigations and how are they documented on PYP planners as a part of the collaborative planning process.

### **PYP Exhibition:**

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



# Professional Development

## Concept-Based Learning:

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

## Action in PYP:

Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning, and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities.

We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust, and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

## Inquiry:

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

## The Early Learner:

Teachers support students in developing social-emotional competence because this connects to children's emotional well-being and their ability to adapt to new environments and form successful relationships throughout life. We discussed how the teachers support learning by planning and giving uninterrupted time for play, building strong relationships with students and their families, creating and maintaining responsive spaces for play, and offering many opportunities for symbolic exploration and expression with real-life examples.



# Professional Development

## 5 Developmental Pillars Of 'The Happy Minds' Model

We had a session on the five developmental pillars by the core members team.

The Gaudium Happy Minds' Model rests on 5 developmental pillars, which represent our belief that- Holistic Excellence in learning, teaching, and leading is achieved by imbibing 5 core values and implementing a well-defined mindfulness and well-being programme involving all stakeholders thereby ensuring that our global leaders are ready to take the quantum leap into the future.

### Holistic Excellence:

Holistic Excellence focuses on providing a joyful learning environment where every child engages in exploring, experiencing, experimenting, and exhibiting their learning which encourages them to take action and inculcate leadership qualities to make a difference to themselves and others.

We shared and reflected on how the students know the importance of reading books and shared their reflections, life skills activities that went well, and the suggestions if any to be made for the next academic year 2023-24.

### Core Values:

Our 5 core values Respect, Empathy, Integrity, Perseverance, and Gratitude are essential for all to balance their inner and outer world in the pursuit of happiness. We discussed the core values calendar and the reflections shared by the stakeholders.

### Mindfulness and Well-being:

Our mindfulness and wellbeing programme is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social and physical development of each student. We revisited the mindfulness curriculum and the calendar followed by sharing perspectives.

### Stakeholder Engagement

Students, Parents, Teachers, staff and the local community are stakeholders who meaningfully connect and collaborate to learn, grow and add value to the school culture. We discussed if any event/activity is to be added as a part of the stakeholder engagements followed by reflections.

### Global Leadership

It equips our students with confidence, skills and competencies that leads to self-clarity, enhances interpersonal skills and fosters positive change in the community using the levers of innovation. We shared the importance of UNSDG and the IB leadership capabilities and also discussed the students'-initiated actions and the innovative ideas that the students came up with during their design thinking process.



# Learning and Teaching- This Month

## 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, Function

### IB Learner Profile:

Knowledgeable, Inquirers, Communicators

## Unit of Inquiry:

The students continued with their inquiry into the effects of migration on individuals, communities and cultures.

They inquired into the history of migration around the world. The students made a note of the existing pattern of migration in a particular period of time.

The students continued with map pointing and through map pointing they showed their family migration.

The students co-constructed the final assessment task and then had their final assessment.



# Learning and Teaching- This Month

## Transdisciplinary Language:

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

They continued reading aloud the novel "A long walk to Water".

The students continued learning continuous tenses such as Present continuous tense, Past continuous Tense and Future continuous tense.

While inquiring about the effects of migration on individuals, communities and cultures they connected to letter writing. They learnt the difference between formal and informal letter writing.

The students connected to autobiography and biography. They learnt the difference between biography and autobiography.

The students are revisiting the language concepts learnt so far before the current academic session ends.

## Transdisciplinary Math:

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

The students solved sums based on all four number operations and practiced word problems. Students inquired about the steps of problem-solving.

They continued with learning units of measurements

- Standard units of measuring length - centimeters, meters, kilometers

- The basic units of time - seconds, minutes, hours, days, weeks, months, and years.

During the inquiry, they solved the word problems relating to conversions.

Students are revisiting the Math concepts learnt so far before the current academic session ends.



# Learning and Teaching- This Month

## Additional languages:

### French:

The students revisited basic questions and answers, numbers and ER verb constructions, etc.

### Spanish:

The students learned directions, prepositions, seasons, weather and revisited basic questions and answers, numbers and ER verb constructions, etc.

### Telugu:

The students as part of the revision learn the poems and their meanings. Meanings are also practiced through the stories. Varnamala, gunintalu, and otthulu and their words, and sentences were also practiced.

### Hindi:

The students shared an incident/experience from their life in the form of either a story or a poem.

- Students tried to frame the sentences by using Sanyukt Akshar Shabd and Dvitvaakshar Shabd.
- Students discussed themselves and wrote the same.
- Students did Hindi counting from 1 to 30 in numbers and words.
- Students revisited nouns, pronouns and adjectives and sorted the given words into nouns, pronouns and adjectives and tried to frame sentences by using them.
- Students revisited opposites and synonyms.

### Music :

Learners explored musical instruments (wind, string, percussion, brass, and electronic).

The students explored Transformation or change in musical instruments (Violin,,Piano, and Veena).

The students compared music from different times, places, and changes in music.



# Learning and Teaching- This Month

## Drama:

The students were engaged in the final rehearsals of improvisation of theatre play. In the improvisational theatre play, the students learnt about the process of making a play from scratch or no text. They collaborated and thought out their storylines and they kept on suggesting and questioning various things regarding the story, performance, acting, blocking, scene change, music and script writing. They were actively engaged in thinking and communicating.

## PE (Physical Education):

The students completed their end-of-unit assessment in PE. Students reflected on their learning of basketball in their self-continuum.

## Coaching:

The students attended regular coaching classes (Basketball, Football, Gymnastics, Athletics, Cricket, Skating, Badminton, Taekwondo, Table-Tennis, and Chess). The students who were selected for inter-house badminton tournaments had their competition which was conducted successfully.

## Art:

The students watched a video/ listened to the story of how children make objects/things out of paper. They connected the story to origami. Students were introduced to origami and listed the features of origami. They created origami crafts.

The students looked at various composition principles and elements of art and created art related to their real-life using composition of art.



# Learning and Teaching- This Month



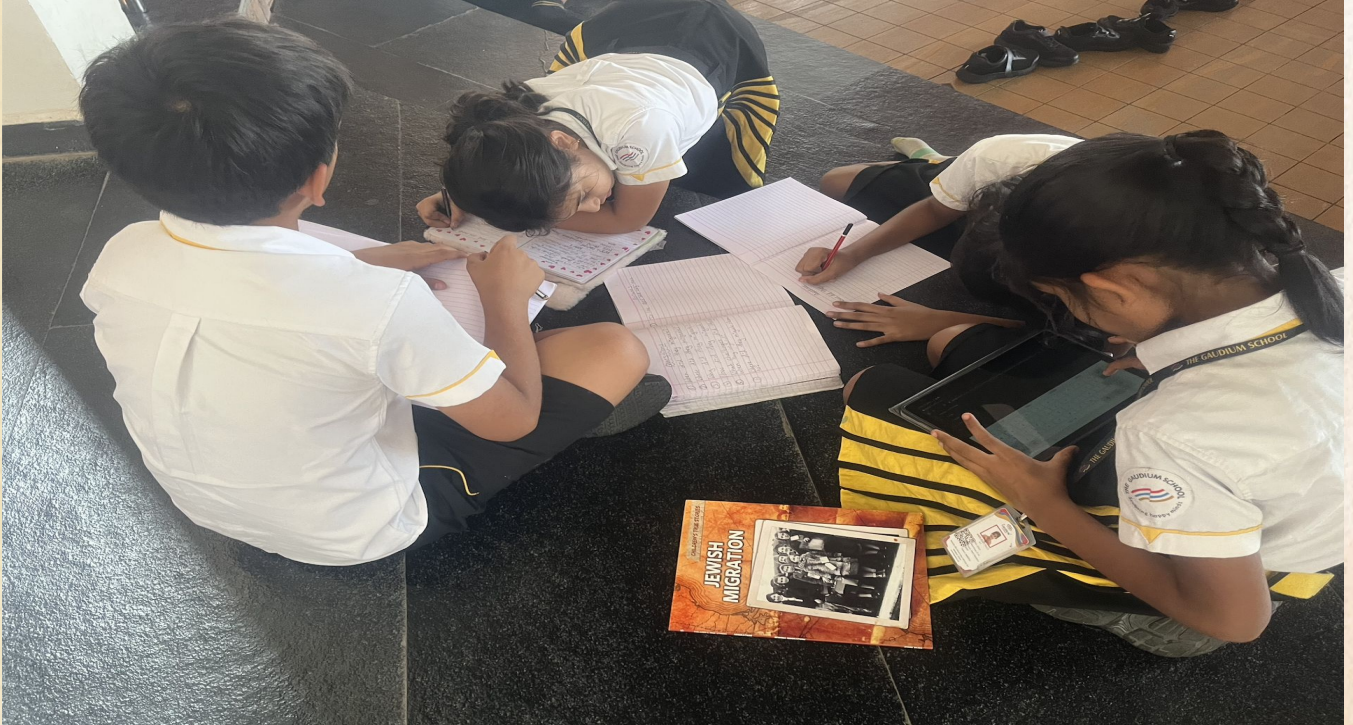


# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Happenings Month Ahead

**School reopening dates – Nursery to 5**

**Grade 3, 4 and 5 – Wednesday, 14<sup>th</sup> June 2023**

**Grade 1 to 2 – Monday, 19<sup>th</sup> June 2023**

**Grade Nursery, PP1 and PP2 – Wednesday, 21<sup>st</sup> June 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.**

<https://www.facebook.com/thegaudiumschool/>