



P R I S M

Grade 3
October and November 2023

Message from the Head of School - IB PYP

Dear Parents,

Greetings!

In this edition of the newsletter, I share with you 2 short stories !

Story 1-

A small boy found a cocoon on a leaf and decided to take it home. For days he carefully observed his treasure and not long after, he watched as a small butterfly began to chew his way out of the cocoon.

The butterfly struggled and struggled, but after much effort, it only partially emerged from the cocoon. After a while, the boy determined that something must be wrong because the butterfly appeared stuck and did not seem to be able to escape the cocoon. With compassion, the boy helped the butterfly by carefully tearing the cocoon a little to enlarge the hole and free the butterfly. The butterfly did emerge but its body was bloated and its wings were shrivelled and useless. The wings remained shrivelled and after a short time the butterfly collapsed. The boy asked a friend, who was a biologist, to explain what had happened to the butterfly.



The biologist explained that this struggle to emerge from the cocoon pushed the fluid from the butterfly's body into the capillaries and into its wings, completing the butterfly's transformation.

When the cocoon was artificially cut open, the butterfly did not struggle and thus never developed functional wings. In attempting to help the butterfly, the boy had inadvertently harmed it.

Acknowledgement-

<https://sharonelby.com/resilience/remembering-the-importance-of-grit-and-resilience-through-this-story/>

Message from the Head of School – IB PYP

Story 2-

The Yarlung Tsangpo river is known as the roof of the world and is the highest river in the world. The river is often called as the “Everest of Rivers” because of its extreme conditions and lofty elevation. The average elevation being about 4000 meters, Yarlung Tsangpo starts from the Angsi Glacier in Tibet and runs across Tibet, India and then meets The Bay of Bengal. It has to navigate its way through multiple mountain ranges. While leaving the Tibetan Plateau, the river forms the world’s largest and deepest canyon, Yarlung Tsangpo Grand Canyon which is much longer than the Grand Canyon. The Yarlung Tsangpo is certainly one among the most unusual and inspiring rivers of the world. The river is stronger than the mountain. The way of the river, ever searching, ever flowing, always finds its path around the obstacle. In the flow of the river one can observe its true strength.

Acknowledgement- <https://healingforest.org/2020/07/24/resilience-examples-stories/>

Grit and resilience are related to our wellbeing, academic success, and quality of life. Obstacles, challenges, and risks are part of life. So when we see children struggling to learn a new sport or skills or dealing with challenging tasks, resist the urge to assist them. Instead, encourage them not to quit because of the discomfort, but develop the confidence needed to confront challenging situations. We must allow our children to take on challenging tasks and activities that require discipline to accomplish. This would help them learn what it takes to be focused and be determined to find solutions to whatever difficult situation they face as they grow up. Let us be a supporting coach to our children and guide them in building their self-efficacy and self-motivation in doing challenging tasks. Resilience is a belief in oneself and a determination that adversity does not one but moves towards a goal.

On this note, I look forward to seeing you at the Annual Sports Day this month where our students will participate in events to ensure that they are future ready for all challenges!

Thank you once again for being our partners in the learning journey of our students!

Warm regards,

Anjalika Sharma

IB PYP Head of School

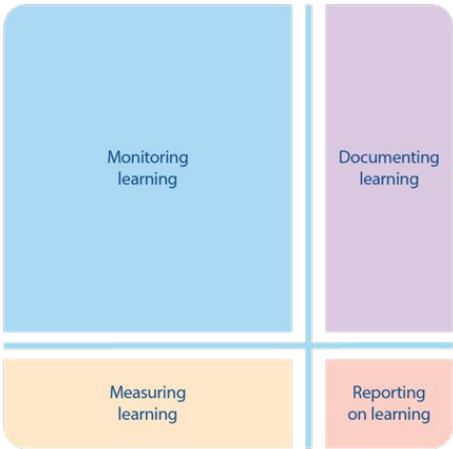


Message from the PYP Coordinator's Desk

Dear Parents,

The more I learn about the IB PYP programme, the more I admire its philosophy. Each element of the IB PYP programme is unique and helps us to become a global citizen. Programme has three important pillars, 'The Learner, The Learning and Teaching and The Learning Community'. One of the important elements of learning and teaching is 'Assessments'. Most of the time unknowingly, we interchange the word assessment with exam, however they both are different. Like exams, neither assessments in IB PYP are for judging or grading the students, nor they are a one-time event planned at term end; in-addition it is an ongoing process and can take place any time in our everyday learning journey. They are collaboratively designed by teacher and students. Students are involved in constructing learning goals and success criteria. Assessment is a time for our students to pause and reflect on their learning. They learn to identify their strengths and areas of improvement. This helps them to become self-regulated learners. They learn to identify the ways to achieve the desired outcomes.

PYP assessments have four dimensions: monitoring, documenting, measuring, and reporting on learning.



Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner...



Message from the PYP Coordinator's Desk

As mentioned earlier, PYP assessments are ongoing. Teachers monitor their students throughout not only on the subject knowledge, at the same time how are they demonstrating and developing approaches to learning, how students apply their conceptual understandings and the students' ability to make connections across subjects and to apply skills to construct new knowledge.

Observation is the key while monitoring the student's learning. Observing students in various settings helps the teacher to understand the student's needs and their response to various situations. Here I would like to share my personal experience with one of my students, who used to struggle with numbers, at the same time his curiosity to find something new was such that he was always inquiring and gathering information. He was one such student in the class we all used to rely on for any kind of information we needed. Monitoring this student helped me to understand this child better and not to judge him only on his academic achievements. Having said that nowhere I mean to say that subject knowledge is not important, in addition I would like to say that subject knowledge is one of the many criteria for assessment. Being a parent, you are partner with us in student's learning. Therefore, it is essential for us to understand what success looks like to an individual student.

When we share our report cards, like you pay attention to the subject strands, we urge you to pay the same attention to profile attributes and approaches to learning as well. These elements are equally significant for our students to demonstrate and develop in order for them to grow as global citizens.

Source: PYP: from Principles into Practice – Learning and Teaching – Assessment

Happy Learning and Teaching

Thank you for reading

Warm Regards

Meera Chhabria (Primary Years Programme Coordinator)



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Mindfulness exercises often involve paying close attention to the present moment, which includes being aware of our senses. Mindful listening, guessing sounds, and being kind can all contribute to heightened sensory awareness. Mindfulness is known for its ability to promote relaxation and reduce stress. By engaging in practices like rainbow breathing and dinosaur breathing, students likely experienced a sense of calmness in their bodies, which can contribute to overall mental well-being.



The use of positive quotations and expressions of gratitude indicates that students were not only physically engaged but also mentally present during the mindfulness exercises. This kind of attentive thinking can contribute to a positive mindset and emotional well-being. The use of positive quotations and expressions of gratitude indicates that students were not only physically engaged but also mentally present during the mindfulness exercises. This kind of attentive thinking can contribute to a positive mindset and emotional well-being.

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. They shared that Gratitude means "Appreciation and Acknowledgement" – we acknowledge what we have and appreciate the efforts. Students watched stories and discussed the importance of appreciation and acknowledgement. They created appreciation cards and understood the importance of gratefulness. Students were given different scenarios related to showing or receiving appreciation.



Stakeholder Engagement

Farmers' Market 2023 was an outstanding success. This beloved tradition showcased the unwavering enthusiasm and dedication of our students in both planning and execution. Centred on the theme of Vasudhaiva Kutumba am – the world as one family – the event aimed to educate and inspire students about the interconnectedness of the world and its alignment with the Sustainable Development Goals (SDGs). The day was filled with spectacular performances, including flash mobs, thought-provoking nukkad nataks, rhythmic gymnastics, and soul-stirring music at the Rangmanch. Each act contributed to the grandeur of the event, focusing on 'G20 Leadership,' the SDGs, and the International Year of Millets, thereby reinforcing our school's pillars of 'Nurturing Togetherness' and making a positive impact on the world. The Farmers' Market truly embodied The Gaudium School's philosophy of holistic education, where students learn not only in the classroom but through real-life experiences that mould them into responsible global citizens.



School Philosophy – 5 Developmental Pillars

Children's Day was a day filled with joy, laughter, and vibrant celebrations, dedicated to honouring the spirit of childhood. On this special occasion, the school campus transformed into a playground of happiness, embracing the enthusiasm and innocence that defines the essence of being a child. The festivities weren't limited to the school day; special treats and surprises awaited the students, making their day even more memorable. The celebration concluded with a sense of fulfilment, as everyone, from the youngest to the oldest, came together to celebrate the beauty and innocence that childhood brings.



The 3-Way Conference on November 18, 2023, was a remarkable event that brought together students, parents, and teachers for a meaningful dialogue about academic progress and personal development. This collaborative effort provided a platform for open communication and a deeper understanding of each student's journey. The 3-Way Conference was a holistic exploration of each student's growth, both academically and personally. It emphasized the importance of a collaborative approach to education, where students, parents, and teachers work together to create a supportive learning environment. The conference not only celebrated achievements but also provided a roadmap for continuous improvement and development for all the stakeholders.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. During the life skills session, they made vegetable salad emphasizing the importance of safety in the kitchen. It helped them develop skills and provided students with an opportunity to explore their curiosity and problem-solving abilities. They also had sessions on self-defence where they discussed and reflected on the importance of self-defence in various scenarios. Students also learnt about first aid and how they can take care in case of a wound from an insect bite.



Global Leadership

Students continued conducting their weekly assemblies as part of the global leadership. Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks.

Students took ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps. Students shared their understanding of the Leadership Capabilities.

Students connected their learning to UN SDG – 3 (United Nations Sustainable Development Goals) – Good Health and Well-being, UN SDG-9 □ Industry, innovation, and Infrastructure while discussing the various problems related to scientific advancements during their design thinking process.

Professional Development

A PD session on IB Programme Standards and Practices was facilitated by Ms. Meera Chhabria, PYP Coordinator. As a team we all read this document, which is the foundational set of principles for schools. IB ensures quality and fidelity through the implementation of the programmes. The suite provides critical information for the planning, implementation, development, and evaluation of all International Baccalaureate® (IB) programmes.

The standards are general principles that lie at the heart of being an IB World School, while practices are further definitions of the standards that include references to implementation. The programme standards and practices are organized into four overarching categories: purpose, environment, culture, and learning.

Purpose - Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Culture- Schools develop, implement, communicate, and review effective policies that help to create a school culture in which IB philosophy can thrive.

Environment - develops a learning environment sustained by effective structures, organizational practice and resources.

Learning – It creates student learning experiences of the highest quality possible.

At the end of the session, the team reflected on their reading as well as discussions to deepen their understanding of the programme.



Learning and Teaching – This Month

Transdisciplinary Theme **How we organize ourselves**

Central Idea: People create organizations to solve problems, and support human endeavor and Enterprise.

Lines Of Inquiry:

- Types of organizations.
- Reasons people join organizations.
- Purpose of organizations.

Key concepts:

function, form, causation

Related concepts:

work, collaboration, entrepreneurship, service

Unit of Inquiry

Under the theme "How we organize ourselves".

Students investigated a wide range of organizations, such as state, local, and non-governmental organizations (NGOs).

They discussed reasons for the same and studied the handouts on various organizations to gain an understanding of how they operate. They divided the organizations into regional and international non-governmental groups and jointly defined what an organization was. Students also co-constructed the definition of purpose and talked about how different organizations have varied goals and purposes. They also presented a variety of reasons why people join organizations.



Learning and Teaching – This Month

Transdisciplinary Math

Students practiced mental Math every day to develop their problem-solving abilities and critical thinking capabilities.

During the discussion related to the characteristics of an organization, students connected with money and learned how to convert rupees to paisa. They also solved word problems involving money. Students established transdisciplinary connections with ordinal and cardinal numbers. They continue to practice fundamental mathematical operations such as addition, division, multiplication, and subtraction in order to enhance their understanding. Students further discussed profit and loss when we mentioned NGOS organizations, and came up with profit and loss.

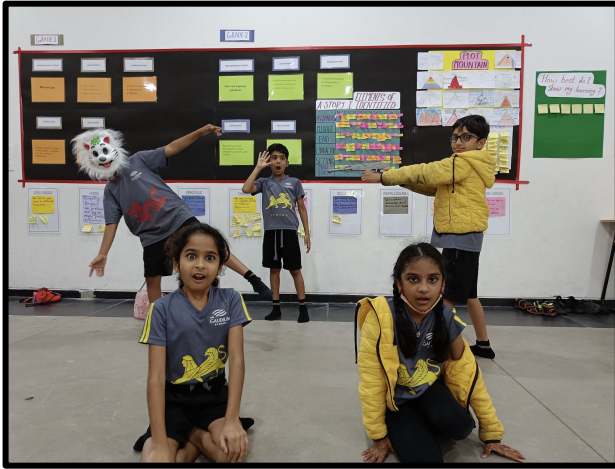
Transdisciplinary Language

During the discussion on organization, students identified prefixes, suffixes, and root words from the provided terms. They also connected to prepositions and learned about the different kinds of prepositions. During the discussion on the goal/s of an organization, students worked on conjunctions that improve their writing abilities. They found a connection with formal letter writing.

Dance: Students continued with the same music and more Dance movements with music timings. Students learned to connect movements with the lyrics and beats of the music.



Learning and Teaching – This Month



Music:

Students revisited staff notation of musicology and tried to implement rhythm and pitch. As a part of staff notation, the 'Implementation of Sight Reading' was introduced which helped to read and write the music notes.

Drama

Students worked on the following areas- improvisation of a story, thus demonstrating the attribute of a reflective thinker.

Visual Art

Students were involved in Farmer's market activity - Making wall décor. They were involved in making canvas, giving base colour, adding design to it, sticking mirrors, etc.

PE:

Students watched a video of standing broad jump and demonstrated the same. They reflected on the self-continuum assessment sheet. Students explored long jump and performed in the long jump sand pit.



Learning and Teaching – This Month

Telugu:

Students read a story (Rajesh Sahasam) and identified the difference between this story and other stories. They listed down new words and meanings. Students underlined words as well as identified the importance of those words. Students were asked to choose between describing their 1) Friend 2) themselves 3) A picture. They framed simple sentences using adjectives. Students read a poem and identified the adjectives used in it. They also answered the questions given.

Hindi:

Students read Bal Kahani (#6) along with the teacher. They listed nouns, pronouns, and action words encountered, utilizing them to compose a short paragraph on a topic of their choice or to construct sentences. Additionally, students formulated questions about the story and exchanged them with their peers, attempting to answer the chosen questions. After listening to a story related to bravery, students shared their understanding -using the "I see/I think/I wonder" strategy. Subsequently, they read the story, identifying the underlined words as adjectives. Students worked on describing either their friend or themselves within a time-bound engagement, allowing them to decide the time frame.

Collaboratively, they co-constructed the success criteria, which included the use of adjectives, correct spellings, and appropriate sentence structure.

Furthermore, students read a poem on bravery,

French:

Students learned the use of the possessive adjectives MY- mon/ma/mes; Your – ton/ta/tes; his/her-son/sa/ses using family members. They also learned classroom objects using the "C'est un/une...; Ce sont des ..." with indefinite articles. Then they started to learn weather expressions.

Spanish:

In the month of December 2023, students learned about personal pronouns (pronombres personales: yo, tu nosotros ...) and the conjugation of verb "Ser". They used this verb to in sentences using prepositions for nationalities, cities and countries like "en, de".



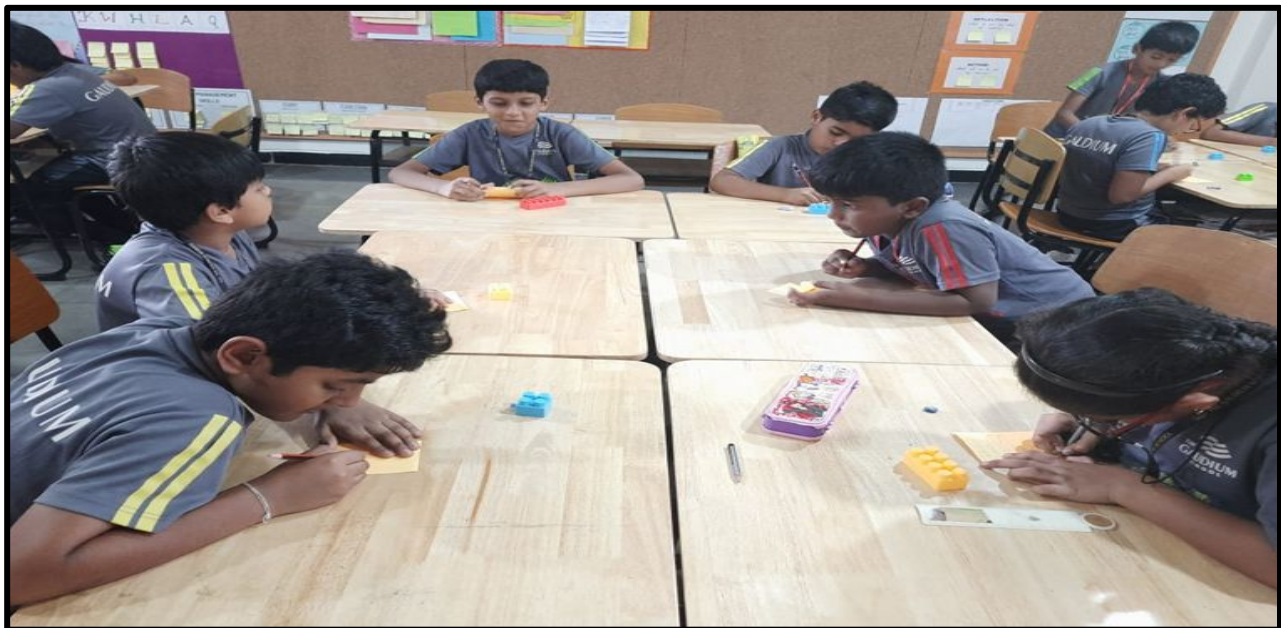
Learning and Teaching - This Month



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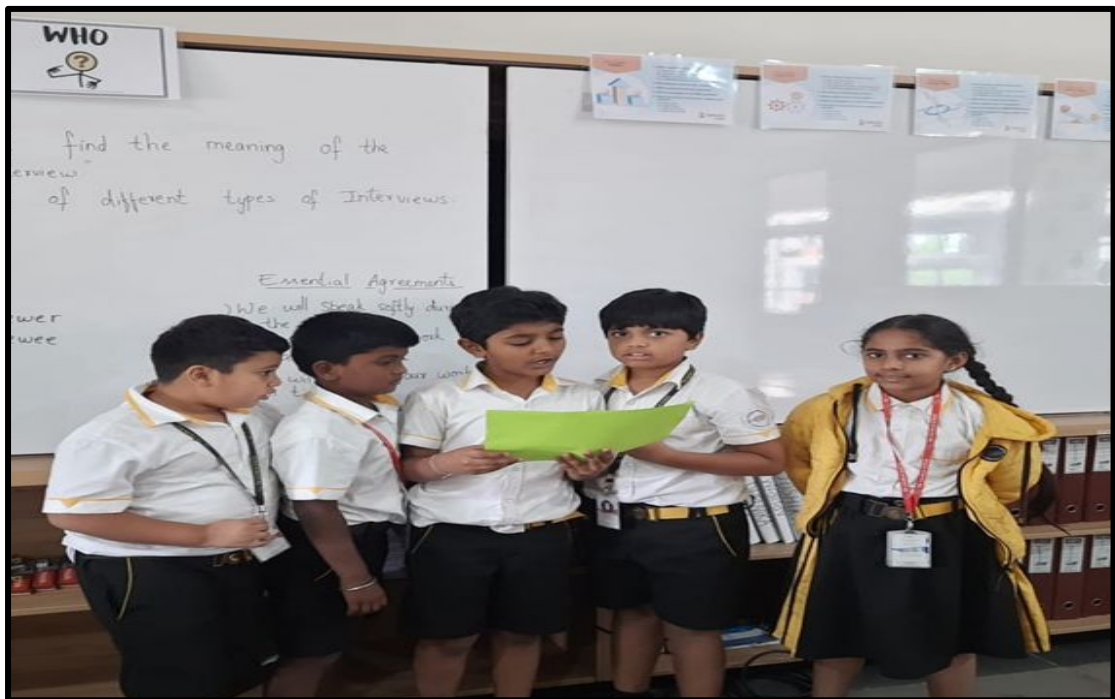
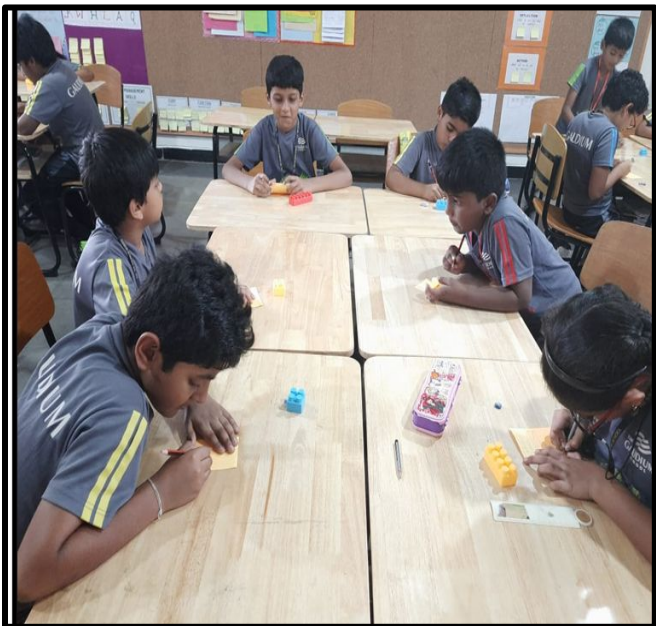
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme:

How we express ourselves

Central Idea

Images communicate ideas and information.

Lines Of Inquiry

- The use of static and moving images in different media.
- Interconnectedness of design elements.
- Ways people interpret and respond to images.

Key concepts:

function, connection, perspective

Related concepts:

Creativity, communication, imagery

Unit of Inquiry

Students will begin their fourth unit under the theme "How we express ourselves."

The unit will start with a provocation task, students will be divided into three groups followed by framing essential agreements. They will observe the Paintings, images, and photos in one of the centres, After that they select a chit and illustrate the same in the sheet. Students will watch a video and reflect using the strategy Think and Connect.

Students will reflect in a Y chart for,

-What is a Picture?

-What is a Photo?

-What is the image?

At last, they reflected on

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

After the provocation, students will understand the difference between photograph, image and picture. Students will research types of images (static and moving images) and connect the same with media and mass communication.

They will research different types of media and the importance of mass communication.

They will identify images used in different media. Students will make connections with the camera and lens. They will research the concave and convex lens and their uses.

Learning and Teaching – Month Ahead

Transdisciplinary Language

Students may connect to the degrees of comparison and the types of adjectives. They will inquire into the positive, comparative, and superlative degrees using various learning engagements. During the homeroom discussions, they may also connect to the character sketch and the descriptive writing.

Transdisciplinary Math

Students will connect to the shapes during the homeroom discussions. They will learn about different types of shapes, and identify and classify them based on their properties. Students will understand the difference between area and perimeter. They will have various learning engagements to calculate the area and perimeter of various shapes, both regular and irregular.

Students will explore the concept of symmetry in shapes. They will identify lines of symmetry and understand how symmetry plays a role in art and design and connect to real life by stating examples.

Students will learn types of angles, such as acute, obtuse, right, and straight angles. They will learn how to measure and classify angles, and how angles are related to the shape of an object.

French

Students will continue to learn vocabulary words related to the irregular verb "faire" conjugation and regular verb "IR" conjugations. They will practice French communication daily and exhibit collaboration skills as they work together in French class.

Telugu

Students will listen to two adventure stories, differentiate the stories and list down a few words from them. They will classify these words into verbs and adjectives and frame sentences using these words. They will look at new words and their meanings and write opposites of those words.



Learning and Teaching – Month Ahead

Spanish

Students will learn the “AR, ER, IR” conjugation concept by using Spanish pronouns in the sentences. Students will note down new vocabulary and practise Spanish words to enhance their communication and to exhibit collaboration skills.

Hindi

Students will listen to an adventure story read in class. They will take turns in reading it. They will be asked to reflect on the two stories discussed in previous classes.

Students will create a list of words that contribute to making a story adventurous or 'rochak'. They will categorize these words into verbs and adjectives. Students will frame sentences, write paragraphs, or create short stories to share with their peers. They will revisit the same two stories from previous weeks, incorporating new words with opposite meanings this time.

Visual Arts

Students will explore the new medium of Art – Pencil with the art element Value. They will be introduced to 10 basic shading techniques. Using this technique they will make a Value scale for understanding Dark/Middle/Light tones. Students will apply this technique in 2D shapes to create an illusion of 3D (realistic) shapes.

Drama

Students will work on the following areas—Scene Composition. Positioning on stage, thus demonstrating the attribute of a Reflective thinkers.

PE

Students will discuss about Football and will reflect on their prior knowledge. They will watch a video of dribbling and will be engaged in ball dribbling in groups. Students will share their experiences on dribbling. They will demonstrate Zig Zag dribbling.

Music

Students will as a part of staff notation, look at 'Implementation of Sight Reading' and will be introduced to reading and writing the musical notes. 'Time Signatures' will be introduced to understand the 'Tempo' of a note.

Dance

Students will be shown a video of a live performance of a specific dance style (B-boying). They will learn this new dance style and explore Dance movements with music timings.



Happenings Month Ahead

Events	Date
National Science Olympiad (NSO)	5 th December 2023
International Math Olympiad (IMO)	14 th December 2023
Annual Sports Day (Grades 2 – 5)	22 nd December 2023
Winter Break	24 th December 2023 to 2 nd January 2024
School Reopens	3 rd January 2024

Our website:

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

Events link:

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

Facebook : For daily updates please like the page.

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

