



P R I S M

Grade 3
December 2023

Message from the Head of School – IB PYP

Dear Parents,

Wishing you all a Happy New Year filled with many successes and continued progress. During the winter break, I hope you had the chance to spend time with friends and family. I certainly did spend some time reflecting on 2023 and at the same time thought about the work and opportunities that lie ahead in 2024.

The successes of our student led conferences, three way conferences, assemblies, Sports Day, to name a few of the events, have reconfirmed our firm belief in holistic excellence, values, stakeholder engagement, well-being and leadership for all! Challenges will always be there but we must come together to ensure that our students exhibit perseverance and grit at all times and succeed to achieve excellence.

Today, I share with you my all-time favourite story of a father and a daughter!

Once upon a time a daughter complained to her father that her life was challenging and that she didn't know how she was going to make it. She was tired of struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. His daughter, impatiently waited, wondering what he was doing.



After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl.

He then ladled the coffee out and placed it in a cup. Turning to her he asked, "Daughter, what do you see?"

"Potatoes, eggs, and coffee," she hastily replied.

"Look closer," he said, "and touch the potatoes." She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

Message from the Head of School – IB PYP

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which are you,” he asked his daughter. “When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?”

Adapted from

<https://www.4recruitmentservices.com/blog/2017/08/15-motivational-and-inspiring-short-stories?source=google.com>

We have an exciting year ahead, filled with opportunities for growth, learning, and personal development. We will continue working on reviewing and reflecting on our curriculum to further enrich it with innovative teaching methodologies and add deeper focus on developing critical thinking and problem-solving skills. In addition to the academic aspect, we deeply value the partnership between our school and families. We view our relationship as a collaborative effort, and together, we can provide the best possible education for our children.

As we continue to come together for learning, growth, and discovery, let us foster a sense of unity, respect, and understanding, building strong relationships and a supportive network to create an environment where students can thrive both academically and personally.

Once again, wishing you happy New Year-2024. We look forward to working together to make this a memorable and successful year for our learners.

Warm regards,

Anjalika Sharma

IB PYP Head of School



Message from the PYP Coordinator's Desk

Dear Parents,

Wishing you all a very Happy New Year!

Empowering Young Minds: The Key to Lifelong Success

At the heart of the PYP curriculum is the fundamental belief that students are not just recipients of knowledge but active agents and partners in their educational journey. This shift in perspective sets the stage for student agency—a concept rooted in the cultivation of a robust sense of identity and self-efficacy. Self-efficacy, the individual belief in the capacity to act effectively, becomes the driving force behind achieving specific goals.

PYP students with agency embody qualities of initiative and a profound sense of responsibility. These young minds take ownership of their learning goals, charting their own paths to success. The commitment to nurturing student agency at The Gaudium School is evident through various strategies designed to empower students.

Establishing a Respectful and Welcoming Culture:

Essential agreements, designed collaboratively, foster an emotionally safe and respectful environment within our classrooms.

Setting up Learning Spaces: Actively involving students in the design of their learning spaces is a proactive measure. This not only fosters a sense of ownership but also enhances awareness of the resources required for accelerated learning.

Making Decisions About Learning: Empowering students to play an active role in co-constructing success criteria for assessments and choosing appropriate tools for self-designed assessments instills a sense of control over their learning journey.



Voicing Opinions with Facts: An integral aspect of becoming self-directed learners is the ability to articulate opinions with supporting facts. This practice enhances critical thinking and become independent learners

Providing Critical Feedback: A culture of feedback is nurtured among students, allowing them not only to receive constructive feedback at the same time, also to provide forward-looking guidance to their peers. This collaborative environment promotes lifelong learning.

Reflecting on Learning Goals: Reflection is key in the learning process, This practice equips students with insights needed to strategize and achieve their goals.



Message from the PYP Coordinator's Desk

Ways to nurture 'Student Agency' at home:

Set Goals : Encouraging children to set academic or personal goals fosters awareness and self-management skills. Setting clear steps to work towards these goals, such as dedicating 15 minutes a day to reading for improved reading skills.

Reflect and Revise: Regularly checking in on a child's progress towards their goals instills ownership and provides opportunities for lifelong learning.

Passion Projects: A passion project can be on anything a student is interested in. Maybe they want to learn to cook, paint or learn a sport e.g., football. Giving children opportunity to choose their own project helps them set goals and take ownership of their own learning

Ask for Opinions: Involving children in decision-making processes, such as choosing movies or holiday destinations, contributes to their sense of agency and autonomy.

Allow Decision-Making: Providing children, the opportunity to make decisions wherever possible, like choosing their attire for a friend's birthday party, nurtures independence and decision-making skills.

I conclude by emphasizing the transformative impact of agentic learning within a supportive learning community. Students who embrace agency develop critical and creative thinking skills, perseverance, independence, and confidence. This holistic approach to education shapes students into global citizens who make thoughtful considerations and decisions, prioritizing relationships, dialogue, and respect for one another.

In essence, the journey towards nurturing student agency is a collaborative endeavor between educators and parents. By empowering students to become active architects of their learning journey, we equip them not only with academic excellence but also with the mindset and skills needed to thrive in an ever-evolving world. As the torchbearers of education, let us continue to inspire and guide the next generation towards a future of limitless possibilities.

Source: https://resources.ibo.org/pyp/works/pyp_11162-51463?root=1.6.2.2.5.3

Happy learning and teaching

Warm regards,

Meera Chhabria

Primary Years Programme Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers practiced different breathing exercises like bunny breathing, hissing breathing, and five finger starfish meditation. They shared different mindfulness routines like the positive affirmations statements, mindfulness thinking through different learning engagements.



Holistic Excellence

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. During the life skills session, students shared the importance of table manners and dining etiquettes.

School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

The echoes of cheers and the spirit of sportsmanship still linger as we bask in the success of our spectacular Annual Sports Day. The event was a triumphant showcase of talent, dedication, and the unwavering team spirit that defines our school community. The school flag was hoisted with pride, officially inaugurating a day filled with thrilling competitions and memorable moments.



From the track to the field, our students exhibited exceptional skills and determination in a variety of events. The sprints were a blur of speed, the relay races a testament to teamwork, and the long jumps reaching new heights.

School Philosophy - 5 Developmental Pillars

Core Values

In December, students actively embraced the value of gratitude by fostering self-appreciation through positive affirmations and sharing positive qualities in circle time. Additionally, they extended this practice to peers, expressing compliments, and showed appreciation to family and friends. Students engaged in meaningful discussions about how these gratitude practices has impacted them and the people around them.



Global Leadership

Students organized and conducted their weekly assemblies as a part of the global leadership pillar. They were involved in making choices, co-constructing the essential agreements, and various assessment tasks. Students took ownership of their learning by setting their learning goals, sharing their reflections, and identifying areas of strength and improvement.



Professional Development

Oxford Reading Tree(ORT):

The Oxford Reading Tree session was conducted by **Ms. Rowena Muttoo, Associate Coordinator – Early Years**. ORT programme helps students learn and love reading. It aims to develop the student's language rather than sticking to limited vocabulary. It includes phonics sounds and letters. Students are highly motivated to develop their reading and progress to the next level of books.

Reading is a developmental process that involves constructing meaning from text, helps students to explain their feelings, thoughts, and opinions, and provides opportunities to imagine themselves in another's situation. The team also discussed the importance of maintaining the reading logs followed by sharing their reflections.

Learner Agency:

The PYP team divided themselves into smaller groups and read the importance of implementing 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 wonder, and make choices to achieve their goals by sharing a few classroom examples.

Job-Alike Sessions:

Members of the PYP team had an opportunity to attend the PYP Hyderabad Network Job-Alike Sessions at **"The Aga Khan Academy"** and **"The Meridian International School"**. They shared their takeaways and reflections from the attended sessions.

Reading and writing: The reading and writing session was attended by **Ms. Sukanya, Grade 5 – Homeroom teacher** and **Ms. Saba Tabassum, Grade 1 – Homeroom teacher**. They shared the importance of reading and writing and word chain strategy. A word chain provides a structure which allows students to explore relationships among the words, understand how they can be used, and remember their meanings.



Professional Development

Play in Early Years: Ms. Soumya, Grade PP2 – Homeroom teacher, and Ms. Sudha, Grade Nursery – Homeroom teacher attended the session on play in Early Years. Play provides benefits for cognitive, social, emotional, and physical development for students from all socioeconomic, cultural, and linguistic backgrounds, and offers authentic opportunities for students to begin their exploration and development of the IB learner profile. Play is highly adaptive, involves choice, promotes agency, and provides rigorous opportunities to inquire into important concepts and personal interests. Teachers in the PYP early years support play by creating and maintaining engaging learning spaces, scheduling uninterrupted time for play in both indoor and outdoor spaces, monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups.

Technology Integration in Education: The technology integration in education was attended by **Ms. Smita Parikh, Grade 5 – Homeroom teacher, and Ms. Jyothi Bhatt, Grade 2 – Homeroom teacher.** They shared a few technology tools like Quick Draw, Auto Draw, Blobopera, Magic Switch, Magic Studio, Magic Write, etc. with the larger team followed by a few learning engagements.

Action in PYP: The importance of action in PYP was shared by **Ms. Sri Lalitha Dasari, Grade 5 – Homeroom teacher, and Ms. Sailaxmi, Grade 2 – Homeroom teacher.** 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. They 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.



Professional Development

Programme Development Plan (PDP): The Programme development is the process a school engages in to strengthen the implementation of an IB programme or programmes(s) in their school. **Ms.Meera Chhabria, PYP Coordinator,** and **Ms. Nishita Mirpargar, Grade Level Lead (Grade 4)** attended the PDP sessions and shared a few of the chosen programme development plans of other schools followed by the reflections.

Well-being: The well-being session was attended by **Ms. Rowena Muttoo, Associate Coordinator – Early Years** and **Ms. Sweta Jangili, Grade 1 - Homeroom teacher.** Well-being aims to foster positivity in life by being aware and awake of our body mind and feelings which help us understand and accept ourselves and the world better. The well-being 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. They shared a few well-being techniques that can be implemented in the classrooms.

Inclusive Education: Our School counselor **Ms. Hadiya** and **Ms. Debolina, Grade 5 – Homeroom teacher** attended the session on inclusion. An inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community. They shared some of the best practices and strategies for dealing the students with different abilities followed by reflections.

Inquiry in Math: Students are encouraged to actively ask questions and participate in finding answers or solutions to problems. The inquiry approach helps students to make connections between different areas of knowledge, rather than by learning things in isolation. The inquiry in Math was attended by **Ms. Nusrath Jahan Grade 4 – Homeroom teacher,** and **Ms. Shakeeba Baig Grade 3 – Homeroom teacher.** They shared that the learning should be exciting and engaging and the tasks/problems/ scenarios/provocation that spark the interest of students so that they are motivated to solve the problems by stating various examples.

Learning and Teaching – This Month

Transdisciplinary Theme: How we organize 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 started their fourth unit under the theme "How we express ourselves." The unit started with a provocation task and prior knowledge assessment.

Students co-constructed the meanings of picture, photograph and image. They conducted research and found out about different types of images – static and moving images further connecting with media and mass communication.

Students inquired about types and purpose of media, the difference between media and medium, the use of static and moving images in different media, design elements, the interconnectedness of design elements, and ways people interpret and respond to images.



Learning and Teaching – This Month

Transdisciplinary Language

Students made transdisciplinary connections with character sketch, descriptive writing, elements of descriptive writing and emphasized on incorporating adjectives while writing a descriptive essay.

They also made connections with picture compositions while inquiring about images that communicate ideas and information. Students revisited question words, summary writing, and compare/contrast while exploring digital, print, and social media.

Transdisciplinary Math

Students connected to the shapes, lines and angles while discussing the static and moving images. They further connected with the symmetry in shapes. Students identified lines of symmetry and cited examples as how symmetry plays a role in art and design and connected to real life examples.

PE

Students engaged with Athletics events like 100M, 200M and relays. They were participated in drill practice. They had a prior knowledge assessment about the “techniques” used while playing football. Students practiced simple run and shared their perspectives about using athletic track.

Music

Students revisited the staff notation of musicology, implementing it on rhythm and pitch. As part of the staff notation, the 'Implementation of Sight Reading' was introduced to help read and write music notes. Students advanced to implement musical bars and their extensions. Techniques of Musical Math of Patterns were implemented using songs. Students rehearsed Christmas carols through Karaoke. As part of the staff notation, techniques of Musical Math of Patterns were implemented using songs.



Learning and Teaching – This Month

Telugu

"Students learned a poem 'kundalu and Simham' and listened attentively, noting new words and their meanings. They identified adjectives in the story and framed sentences using the adjectives. They also revisited verbs and opposite words while reading the story.

Hindi

Students read the given stories with correct pronunciation, fluency, voice modulations, and punctuation. They identified verbs and adjectives in the stories and revisited opposite words.

French

Students learned weather expressions along with "faire" conjugation. They have started to learn the IR verb conjugations.

Spanish

Students learned the vocabulary of weather and seasons. They had reinforcement of phrases related to the months and days of the week. Students also practiced "ser" conjugation concept by using Spanish pronouns in the sentences.

Dance

Students were shown a video of a live performance for a specific dance style B-boying. They learned new dance style called B- boying .In this style they explored dance movements with music timings. Students were engaged in practicing dance drill for sports day.

Drama

Students worked on the following areas demonstrating the attribute of being a reflective thinker for the month of December.

- Scene Composition.
- Positioning on stage



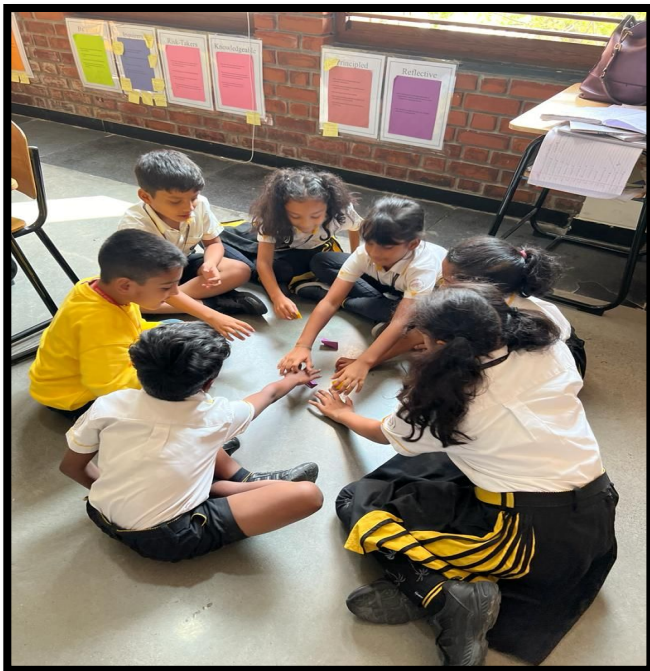
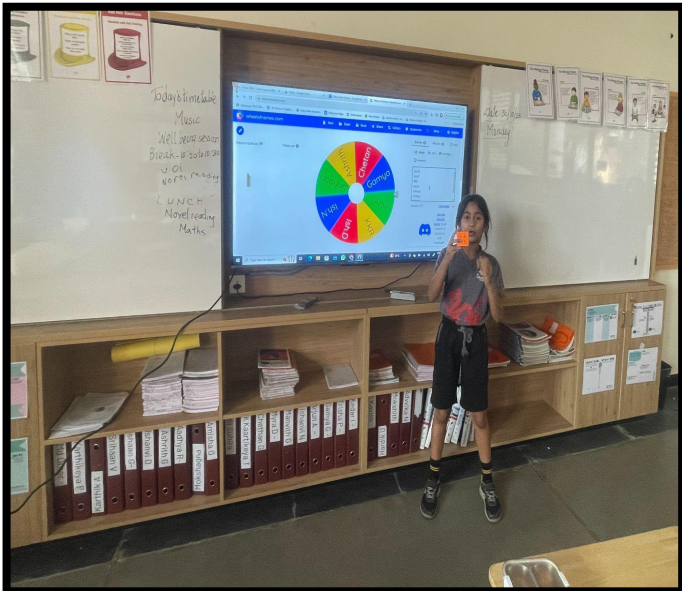
Learning and Teaching – This Month

Visual Art

Students explored the new medium of Art –pencil with the art element value. They were introduced to 10 basic shading techniques. Using this technique, they made a value scale for understanding dark / middle / light tones. Students applied this technique in 2D shapes to create an illusion of 3D (realistic) shapes.

Students were introduced to object drawing with pencil shading. They added the value element in real-life objects to make them look realistic / 3D for example: flower vase, fruits etc.

Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme: **How we organize 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 inquire about types and purpose of media, the difference between media and medium, the use of static and moving images in different media, design elements, the interconnectedness of design elements, and ways people interpret and respond to images. They will explore the concepts of imagery, creativity, and communication.

Students will make connections with the camera and lens. They will research the concave and convex lens and their uses. Students will also use the design elements and create an image. Further they will frame questions for guest talk related to elements and principles of design.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will connect with book reviews, and persuasive writing during the inquiry. Through these concepts, students will understand that there are multiple purposes of writing, and the words we choose and how we choose to use them enable us to share our imagination and ideas.

Transdisciplinary Math

Students will learn how to measure and classify angles, and how angles are related to the shape of an object. They will further learn about 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.

French

Students will focus on IR conjugations, practice expressing feelings with "être" and "avoir" in French.

Spanish

Students will learn "AR, ER" conjugations concept and frame their own sentences. They will also learn to express themselves using the verbs "ser and estar" in present tense.

Hindi

Students will read rhyming poems on nature. They will identify the adjectives in the poems and frame their own sentences or paragraph.

Telugu

Students will read stories about nature and frame their own sentences using words from the stories. They will revisit verbs, adjectives and opposite words.



Learning and Teaching – Month Ahead

Visual Arts

Students will learn different techniques of pencil shading along with the Landscape. Students will make transdisciplinary connections to static images and moving images. Students will explore the optical Illusion art form.

Drama

Students will work on the following areas demonstrating the attribute of being a reflective thinker for the month of January.

- Techniques of improvisation
- Improvisation of dialogue
- Improvisation of expressions

Dance

Students will learn hand and leg movements in (B-boying) dance style with the music timings.

Music

Students will revisit staff notation of musicology and try to implement on rhythm and pitch.

PE

Students will list out athletics events that they have seen, heard and participated in, to know about their prior knowledge of athletics. They will explore pre-athletics (running, jumping, and throwing) skills.



Happenings Month Ahead

Events	Date
School Reopens	3 rd January 2024
Sankranti Break	13 th January 2024 – 16 th January 2024
Republic Day Holiday	26 th 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/>

