



P R I S M

Grade 3
January 2024

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

In the realm of education, fostering a sense of self-efficacy in students is essential for their academic, social, and emotional development. Self-efficacy, a concept introduced by psychologist Albert Bandura, refers to an individual's belief in their ability to succeed in specific situations or accomplish particular tasks. When students possess a strong sense of self-efficacy, they are more likely to set goals, persevere through challenges, and ultimately achieve success. Let's look at some strategies and practices for educators and parents, to cultivate self-efficacy in students.

Set realistic and achievable

targets.....Encourage students to set goals that align with their abilities and interests. Breaking larger tasks into smaller, more manageable steps allows them to experience success, reinforcing their belief in their capabilities. Celebrate small victories to boost confidence and motivation.



Constructive feedback.... is crucial in developing self-efficacy. Specificity in terms of effort, progress, and strategies used rather than focusing on outcomes is important. Students need to understand that improvement is a continuous process, and their efforts contribute to success. **A growth mindset.....** Encourage students to view challenges as opportunities to learn rather than obstacles. Emphasizing the importance of effort in the learning process helps build resilience and perseverance.



Message from the Head of School – IB PYP

A supportive environment.....ensures that students feel safe to take risks and make mistakes. They have a support system and they are more likely to tackle challenges without fear of judgment. This contributes to a strong foundation for developing self-efficacy. **Self-Reflection**....on achievements and setbacks. We need to help students identify their strengths and areas for improvement. Encourage the development of self-awareness, as understanding oneself is crucial for building self-efficacy. Regular self-reflection is a necessity

Resilience and Perseverance.....Sharing personal stories of overcoming obstacles and highlighting the importance of learning from failures is important for our students. This modelling can inspire students to adopt a similar approach when faced with difficulties. **Agency**.....Provide opportunities for students to make choices and have some control over their learning experiences. Allowing them to make decisions fosters a sense of autonomy, which contributes to a greater belief in their ability to influence their own success.

Cultivating self-efficacy in students and children is a collaborative effort between educators, and parents. We can empower our students to develop a strong belief in their abilities, setting them on a path toward success, resilience, and lifelong learning. As we invest in building self-efficacy, we contribute not only to the academic growth of students but also to the development of confident, capable, and empowered citizens of tomorrow.

Anjalika Sharma

IB PYP Head of School



Message from the PYP Coordinator's Desk

Dear Parents,

Greetings from the Gaudium!

The Significance of collaboration in schools and nurturing it at home

The International Baccalaureate (IB) emphasizes that education is a collective endeavour with benefits extending to the entire community. Referred to as the learning community, it includes students, families, school staff, and all adults in a student's life. In the current interconnected and complex world, where artificial intelligence is pervasive, nurturing collaborative skills in students becomes imperative.

Collaboration is identified by the IB as a crucial skill for students to become future ready. In the era of digital dominance, fostering collaboration is seen to equip young learners with social and cognitive skills essential beyond academic achievements. Collaborative tasks help students become open-minded, enhance listening skills, prepare for global collaboration, encourage leadership, and refine.

Open-mindedness: Collaborative tasks provide opportunities for students to diverse ideas and perspectives, fostering open-mindedness

Listening skills: Collaboration enhances listening skills as students actively engage with their peers, building upon each other's ideas



Global Collaborators: Students are prepared for global collaboration by working with individuals from different cultural backgrounds.

Leadership Development: Collaboration encourages leadership in students as they take up different roles within a team, learning to lead and contribute effectively.

Social skills and Positive Relationships: Collaboration refines social skills and helps students develop positive relationships by equipping them with conflict resolution and effective communication.



Message from the PYP Coordinator's Desk

Teacher- Student collaboration plays a pivotal in the transformative learning journey. It empowers students to become agentic learners, fostering a sense of ownership and trust within the learning community.

School Parent Collaboration: School-parent partnerships enrich the learning community, providing a foundation for supporting student learning and growth.

Ways to nurture collaboration at home:

Model collaboration: Demonstrate collaborative attributes as parents, recognizing that children learn by example.

Quality Time: Spend quality time engaging in activities such as playing board games, going on family walks, or vacations.

Decision Making: Involve children in family decision-making processes, whether planning menus or purchasing a home décor.

Problem Solving: Encourage children to share thoughts on potential solutions to challenges, fostering collaborative problem- solving.

Conclusion: Nurturing collaboration in education, both within schools and at home, is vital for preparing students with the skills they need in an interconnected and dynamic world. The collaborative efforts of teachers, students, and parents contribute to a holistic and enriching learning experience.

Source: https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.8.5.3

Thank you for reading!

Warm Regards,

Meera Chhabria

Primary Years Programme Coordinator



School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being

Students were engaged in various mindfulness exercises such as in-breath and out-breath, heart map, vision board, square breathing, balance walking, my strength and challenges, heartbeat exercises, acting mindfully, sharing acts of kindness, and so on.

They learned about different character traits and attributes that help in enhancing self-awareness and developing self-esteem and shared their reflections on the same.



Core Values

Students enthusiastically embraced the value of "Perseverance". They discussed the meaning of perseverance with their peers and teachers. They further shared that perseverance is "patience and endurance".

Students had different learning engagements to understand the importance of perseverance in life. Students watched videos and stories and understood the importance of perseverance.



School Philosophy - 5 Developmental Pillars

Holistic Excellence

Students went on a field trip to Chitramayee State Gallery of Fine Arts to explore the unit of inquiry about how Images communicate ideas and information under the Transdisciplinary theme- How we express ourselves. The state gallery showcased the works of several profound artists whose output in paintings and photography. They used mediums like pen, ink, acrylic, oil painting, and Charcoal. Students continued reading novels in the homerooms and shared their reflections.



Students had a guest session with Ms. Sumitra, Art facilitator on the “Elements and Principles of Art Design” in connection to the unit “Images”. Later they expressed their ideas and information about the elements and their interconnectedness and shared their reflections. They attended self-defence session conducted by Taekwondo professional, Mr. Ramesh.

School Philosophy – 5 Developmental Pillars

Global Leadership

Students organized and conducted their weekly assemblies as a part of the global leadership pillar. They continued taking ownership of their learning based on their learning goals. Students started working on their areas of improvement which helped them to self-adjust to meet their learning requirements and move towards being self-regulated learners. Students reflected on their goals for term 1 and set new goals for term 2.



Stakeholder Engagement

Students enthusiastically attended a special assembly for the Sankranti festival that brought a sense of cultural fervour to the learning community. They were dressed in vivid ethnic attire.

It had an extended impact on the school community by encouraging a greater awareness and respect for the cultural diversity that enhances our learning environment.

Students also shared how Sankranti is celebrated across in different parts of the country.



Professional Development

Professional Development Session 1 - 'The Learner' (IB Publication):

The learner profile—The IB mission statement in action'. All teachers read the IB publication to understand that the aim of all IB programmes is for students to develop and demonstrate international mindedness. The session was conducted by Ms. Meera Chhabria PYP Coordinator and Ms. Vijayan Amara PYP Associate Coordinator .It is a multifaceted concept that captures a way of thinking, being and acting. The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. 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

Professional Development Session 2 - 'The Learning Community' (IB Publication):

Collaboration- The team read the IB publication. The session was led by Ms. Ameer Unnissa our PYP Associate Coordinator, Ms. Praveena Grade 3 level lead, Ms. Nishita Mirpagar Grade 4 level lead and Ms. Nour Nazar Grade 1 level lead. Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes.

Collaboration between grade year-level and subject-specialist teachers come in different forms, and include co-constructed, supported and stand-alone learning experiences

Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes.

Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives



Professional Development

- engagement with ideas different to one's own
- respect for the contribution of other subjects to the inquiry

Providing a meaningful PYP transdisciplinary learning experience requires collaboration before, during and

after an inquiry from all members of the school community to:

- establish a clear purpose
- identify shared values and understandings around the benefits of collaboration
- consider how to organize planning meetings

Professional Development Session 3 on UN Sustainable Development Goals (SDGs)

The teachers were divided into groups to read, connect, and share their understanding of the **UN Sustainable Development Goals**. The session was conducted by Ms. Vijayan Amara PYP Associate Coordinator, Ms. Sandhya Ramesh Center Head, Ms. Ameer Unnissa PYP Associate Coordinator and Ms. Rashi Grade 5 level leader. The teachers aligned the goals with the units of inquiry given in the published programme of Inquiry and suggested engagements to be done in the home room to further deepen the understanding of the goals.

IB In school workshop- Local and Global Inquirers

45 teachers attended the IB In school workshop- Local and Global Inquirers (Category 2). The teachers unpacked international mindedness, inquiry as a pedagogy, transdisciplinary connections, agentic learners, and language learning landscape. The sessions were conducted by IB workshop leaders- Ms. Annabel and Ms. Smita

Learning and Teaching – This Month

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 did a recap of the interconnectedness of design elements. They were shown different images where they came up with words like react, respond, and interpret, and shared their perspectives on how they respond to an image.

Students inquired about ways people interpret and respond to images. Further during discussions they came up with the conclusion that different people interpret images differently. They shared the meaning of “respond and react” by giving examples from their real life and had various learning engagements.

Students co-constructed the assessment task, tool, and criteria for their ongoing assessment tasks and the end-of-unit assessment. They shared their end of the unit reflection sheet.



Learning and Teaching – This Month

Transdisciplinary Language

Students made transdisciplinary connections with descriptive writing, picture composition, and persuasive writing, while discussing the interconnectedness of design elements and the ways people interpret and respond to images.

Students had their weekly spelling assessments and co-constructed the spelling lists along with their peers which helped them enrich their vocabulary.

Transdisciplinary Math

Students made transdisciplinary connections with different types of lines, segments, rays, and different types of angles while learning about the different elements of design.

They made connections with patterns and symmetry while learning various principles of art and design. Students did the mental Math every day to enhance their concepts.

Additional languages

Telugu

Students watched two stories related to nature and identified the similarities and differences between the two stories. During the discussion, they were able to connect to adjectives.

Students noted new words and framed sentences. They shared the antonyms and synonyms. Students discussed the steps to write a paragraph and essay. They co-constructed the assessment task, tool, and criteria for their ongoing assessments.

Spanish

Students learned about seasons and “ser” – regular verb conjugations using simple sentences. They also learned to express their feelings in Spanish.



Learning and Teaching – This Month

French

Students learned IR – regular verb conjugations using simple sentences. They also learned to express their feelings in French.

Hindi

Students read the story about saving trees and nature. Further, they reflected upon the similarities and differences between the two stories.

They actively participated in the classroom discussions. They had learning engagements related to listening and speaking where they shared their perspectives.

Students connected to adjectives and descriptive essays. They noted new vocabulary, found the synonyms and antonyms, framed sentences, and wrote paragraphs using the same.

Visual Arts

Students extended the learning medium of art –pencil with the art element value. They were introduced to object drawing with pencil shading. Student added the value element in real-life objects to make them look realistic /3D for example;-Flower vase, Fruits.

They inquired into the basic shapes in different real-life objects and adding a value to it with awareness of light falling on the objects.

Students were introduced to basic landscape drawing. They discussed and shared their perspectives and applied different ground in the landscape.



Learning and Teaching – This Month

PE

Students did warm up regularly and demonstrated football straight and Zigzag dribbling using their inner foot, outer foot, and lace part in a proper body position for 10 metres. They discussed the importance of developing skills and shared their perspectives using various learning engagements followed by sharing their reflections.

Music

Students discussed the importance of musical bar exercises using multiple song snippets. They inquired into the techniques of musical patterns along with staff notation.

Dance:

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

Drama

Students worked on the following areas demonstrating the attribute of a reflective thinkers:

Techniques of Improvisation

Improvisation of Dialogue

Improvisation of Expressions



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme

How the world works

Central Idea

Changes in the Earth and its atmosphere impact the way people live their lives.

Lines of Inquiry

- Interconnectedness of the components of the Earth and atmosphere
- Changes in Earth and atmosphere
- Impact of these changes on people

Key concepts

connection, change ,causation

Unit of Inquiry

Students will start inquiring into their new unit under the theme “How the world works.” They will find the meaning of the terms ‘Earth’, ‘Changes’, ‘atmosphere’, etc. Students may connect to the concept of change during the learning engagements. They will inquire about the components of the earth and the impact of change.

Transdisciplinary Language

Students will continue to work on descriptive writing. They will make connections with cause and effect and fact and opinion while exploring changes and the impact of changes on life.

They will continue to co-construct and have their weekly spelling assessments.



Learning and Teaching – Month Ahead

Additional language

French

Students will “aller and venir” irregular verbs in simple sentences. They will recall numbers, and will learn to express time in French. Students will practise language skills in their daily French communication and collaboration skills as they work together in French.

Hindi

Students will be asked to read a poem on nature, weather, or the season (with rhyming words at the end). They will identify adjectives, frame sentences, and write a paragraph. Students will learn the poem on nature. They will discuss the meaning and share their perspectives. During the discussion, they may connect to facts and opinions. Students will co-construct the criteria for poem recitation.

Telugu

Students will be asked to read a poem on nature/ weather/ season (with rhyming words at the end). They will identify adjectives, and talk about how they are used in the poem and the message given in the poem. They will use these to write a paragraph about their experience of nature/weather/ season.

Spanish

Students will “tener and estar” irregular verbs in simple sentences. They will recall numbers (0-100), and will learn to express the time in Spanish. Students will practise the language skills in their daily Spanish communication and collaboration skills as they work together in Spanish.



Learning and Teaching – Month Ahead

Dance

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

Visual Arts

Students will continue to inquire about static images and moving Images. They will explore the optical Illusion art form.

Drama

Students will work on the following areas demonstrating the attribute of a Reflective thinkers

- Improvisation of scene
- Improvisation of Expressions

PE

Students will watch a video of football passing skills. They will inquire into the different types of football passing skills and practice the same with their peers.

Music

Students will revisit staff notation and try to implement rhythm and pitch by listening to different songs. As a part of staff notation, 'Time Signature' will be introduced with the help of clapping and song.

Happenings Month Ahead

Events	Date
World Read Aloud Day	7th February 2024
Class Photograph	13th February 2024
International Mother Language Day	21 st February 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/>

