



P R I S M

Grade 3
February 2024

Message from the Head of School – IB PYP

Dear parents,

Greetings!

I overheard a father read this story to his daughter, while I was waiting to board a flight back home from Bengaluru. This story moved me so much that I went online to find it and read again.

One day a little girl came home from school upset because she had lost her number one spot on her chess team. Knowing how important chess was to his daughter, her father asked her what was wrong. The little girl explained that she had worked so hard to get this spot on the team, but now an older boy from a different school had taken her place. Hearing this, her father had an idea to tell her two stories.

First, he explained there was once a young boy at a beautiful beach scooping sand with a plastic shovel. While his other friends were playing, the little boy spent his day creating a sandcastle that included a moat, a popsicle stick bridge, and even walls. After working on his dream sandcastle all day, a large wave approached and destroyed his hard work. But instead of getting mad, the boy decided to try to make another sandcastle, but this time, make it stronger.



Then there was a businessman who lived and worked in a big and noisy city. He was always busy shuffling his papers into stacks, speaking on the phone, delegating tasks, and typing away on the computer. He was successful and regularly gained large profits from his business. Just like the little boy, the businessman spent his life building his kingdom. Both were resourceful in formulating plans, diligent with their work, and determined in their tasks.



Message from the Head of School – IB PYP

The boy always knew there was a chance that the tide could come. He continuously planned how to do things better and prepare for the wave. The boy knew that the tide was out of his control and he couldn't do anything about it, but he could control how he reacted to the situation. On the other hand, the businessman spent his time fighting the tides and waves for many years. When work became too overwhelming, the man felt defeated and his business crumbled, just like the sandcastle being washed away.

After telling the story of these two people to his daughter, the father asked her which one she preferred. His daughter replied that she wanted to be like the little boy. She wanted to keep practicing chess and perfecting her skills, even though she felt knocked down. She never gave up and continued to believe that she could control her reactions to hardships.

(Acknowledgement- <https://www.developgoodhabits.com/perseverance-stories-cm1/>)

Perseverance is continuing toward a goal no matter what, while resilience is the ability to bounce back from challenges. We need resilience to persevere. Perseverance encourages flexibility. Perseverant people are innovative. They think outside the box in pursuit of their goals. They're willing to admit when an idea isn't working and they'll try something new. This adaptability benefits their life and makes them more resilient.

Perseverance empowers students to confront academic challenges. It encourages them to seek help when needed, study diligently and persist even when they face new concepts. The students who persevere maintain a steady work ethic, avoid procrastination and stay motivated, ensuring that they are always moving forward in their learning. It is also the driving force behind sustained effort and the pursuit of excellence.

Perseverance is our core value that propels students to overcome obstacles, achieve excellence and develop valuable life skills. We appreciate your continued support and thank you for being a part of our community. Together, we will continue to make a positive impact, and look forward to creating leaders of tomorrow.

Warm regards,

Anjalika Sharma

Head of School-IBPYP



Message from the PYP Coordinator's Desk

Dear Parent

Greetings from the Gaudium!

International Baccalaureate places a strong emphasis on promoting intercultural understanding and respect by encouraging students to acquire proficiency in multiple languages. Numerous studies consistently highlight the cognitive benefits of language acquisition emphasizing its role in nurturing creativity, facilitating effective collaboration, and enabling students to tackle intricate problems with confidence.

Extensive research has underscored the myriad cognitive and academic advantages associated with bilingual or multilingual education, particularly when initiated from an early age. Children exposed to multiple languages often demonstrate enhanced memory, problem-solving abilities, and concentration levels compared to their monolingual peers. Their brains exhibit heightened executive functioning, allowing for seamless task-switching and more efficient information processing. Moreover, the study of additional languages cultivates cultural empathy and a broader appreciation for diverse perspectives. It provides students with invaluable insights into different worldviews and unique modes of expression shaped by language



In today's increasingly interconnected global landscape, proficiency across multiple cultures is becoming indispensable for success in the workplace.

While technological advancements continue to shape our world and promote the acquisition of languages understood by machines, it is disheartening to witness the decline of languages and waning appreciation for one's home language, however I find hope in initiatives like the Mother Language Day celebration,



Message from the PYP Coordinator's Desk

Where I had the privilege of engaging with a group of grade 5 students debating on the preservation of languages.

It is imperative for us to collectively embrace a paradigm shift and take responsibility for safeguarding our languages. Here are some practical ways to nurture multilingualism at home.

1. Communicate with your children in home language.
 2. Encourage children to read hoardings, sign boards while on the road.
 3. Plan family trips to introduce children to diverse linguistic environment.
 4. Show interest in the languages children are learning in the school and if possible, learn from them.
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1. Participate in language-related events such as poetry readings, book discussions, book launches, and visits to public libraries.
 2. Watch appropriate TV shows and movies in local language with subtitles.

Actively fostering multilingualism at home, we can contribute to the preservation and celebration of linguistic diversity for generations to come.

Acknowledgement: https://resources.ibo.org/pyp/works/pyp_1116251465?root=1.6.2.14.9&lang=en&odd=ibo.odd&view=div

<https://blogs.ibo.org/sharingpyp/2015/02/24/culture-of-multilingualism/>

<https://www.linkedin.com/pulse/4-benefits-multilingualism-education-dr-jinal-joshi/>

Warm Regards

Meera Chhabria

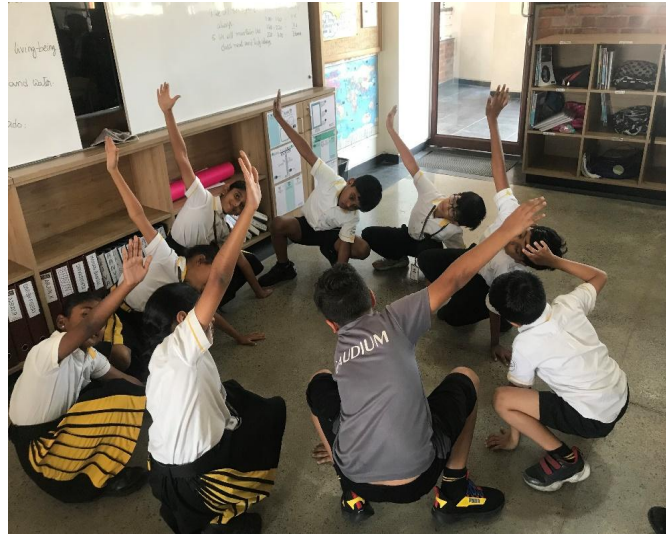
Primary Years Programme coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students were engaged in different kinds of mindfulness sessions such as balloon breathing, deep relaxation, Mandala art, introduction to a growth mindset, rock-a-bye breathing, hands in the sky, dinosaur breathing, squirrel pose, growth mindset quiz, shark fin breathing, muscle scrunch and relax and how do we express ourselves? Students practised squirrel pose mindfulness by pretending like they were squirrels and stretched up high and reached way behind us for nuts and corns.



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”.

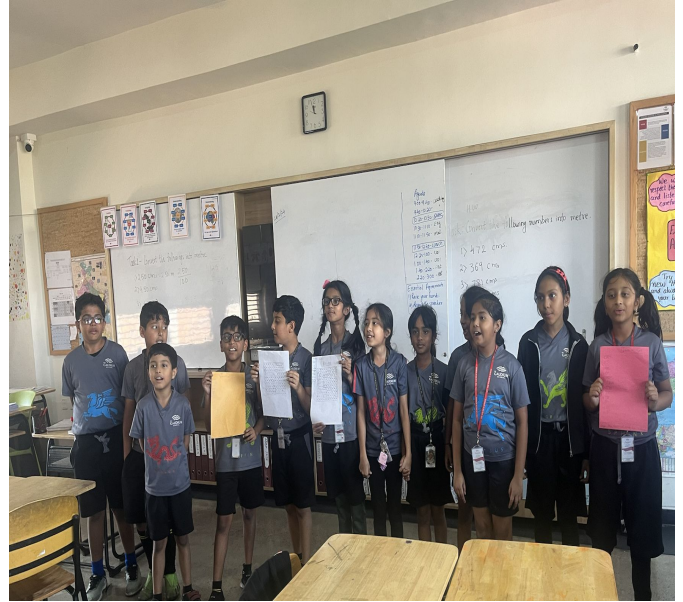
Students had different learning engagements to understand the importance of perseverance in life. Students watched videos and stories and understood the importance of perseverance.



School Philosophy - 5 Developmental Pillars

Holistic Excellence

Students celebrated International Mother Language Day on 21st February 2024 where they introduced themselves in their home and family language. They then listened to a story/rhyme in their home language. They understood the importance of cultural and linguistic diversity. It was a memorable experience for all the students and teachers to communicate with each other in their home and family language. As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. They reinforced first aid and table manners in the life skills session.



Global Leadership

Students made choices, reviewed essential agreements, and co-constructed the 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 to achieve them. Students revisited the leadership capabilities and United Nations Sustainable Development Goals (UNSDG) and shared their Understanding.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

The PYP Gaudium Athletics Team participated in the PYP Hyderabad Network Sports Fest- Athletics Meet 2023-24 on Friday 9th February 2024 (Girls Events) and Saturday 10th February 2024 (Boys Events) at The Gaudium School. 12 IB PYP schools from across Hyderabad participated. The Gaudium School won the Champion School Trophy for both the boys and the girls' category.



Our Early Years celebrated Grandparents' Day on Saturday, 17th February 2024. It was a wonderful opportunity for us to honour and appreciate the special role that grandparents play in our students' lives.

We had a virtual orientation session for the parents to share the upcoming unit of inquiry. As important stakeholders and partners of learning, we firmly believe in collaboration to strengthen our academic programme. The Grade-level leaders shared the content to be taught in each unit of inquiry to help the parents understand the learning process as well as to support their child/children.



Professional Development

45 PYP teachers attended the IB PYP In-School category 2 workshop on "Local and Global Inquirers" in January 2024. They organized, planned and shared their learning with the entire team on Saturday, 3rd February 2024, wherein they presented their understanding of powerful inquiries, and how they facilitate inquiry in their context. The team further shared ways we can provide time for learners to wonder, explore, build, and revise theories, engage in research, and reflect on their learning.



Teachers discussed ways to nurture agentic learners, international mindedness, connected transdisciplinary and learning about language. They shared their perspectives regarding successful inquiries which generally lead to responsible student actions. Actions can lead to further inquiry.

The session ended with reflections where teachers shared their key takeaways from the workshop, how they would incorporate their learning in their classes, and plan the learning engagements to help students learn.



Learning and Teaching – This Month

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 continued to inquire about the interconnectedness of the Earth and atmosphere. They explored the 4 layers of Earth- Hydrosphere, Lithosphere, Atmosphere and Biosphere to find out how each impacts the other in supporting life on Earth.

In the process, they learned about different cycles like the water cycle and carbon cycle to understand the interconnectedness of the spheres.

Later students explored and listed the changes that can happen on Earth and the atmosphere. They researched gradual and rapid changes that happen on Earth and atmosphere like weathering, erosion, cyclones, earthquakes, air pollution etc. They further discussed the impact of these changes on people, environment and place.

Students co-constructed the tasks for the assessments during the unit of inquiry as well as at the end of the unit. They reflected on their understanding of the Central idea.

Learning and Teaching – This Month

Transdisciplinary Language:

Students continued with their weekly spelling assessments and co-constructed the same to enrich their vocabulary. While inquiring about the components and interconnectedness of Earth and the atmosphere they connected with compound words, descriptive writing, and adjectives.

Students made connections with cause and effect, facts, and opinions. While inquiring further into the changes in Earth's atmosphere, they made a connection with 'Verbs' and 'Verb-tenses'. Students revisited verbs and learned about different types of tenses – simple -past, present, and future tense, and continuous – past, present, and future tense.

Transdisciplinary Math:

Students made transdisciplinary connections between shapes, and with fractions, percentages, and temperature. They worked on understanding equivalent fractions, addition and subtraction of unlike fractions, and the conversion of percentages to fractions and vice versa.

Students connected to area and perimeter while learning about changes in the Earth. To enhance their understanding of these concepts, students were engaged in daily mental Math exercises.

French:

Students recalled the numbers and then learned how to express time in French. They learned the “aller and venir” irregular verbs in simple sentences.



Learning and Teaching - This Month

Telugu:

Students were given a task to read a poem related to nature, weather, or season. They identified the adjectives used in the poem. Using the identified adjectives they wrote a paragraph. They created a list of rhyming words. Students co-constructed the checklist for poem recitation and recited the same followed by peers' feedback and feedforward. Students connected their learning to facts and opinions and shared a few real-life examples.

Spanish:

Students learned "Tener, Ser" irregular and "AR" regular verbs in simple sentences. They recalled numbers (0-100), and learned to express time in Spanish.

Hindi:

Students read the poem related to nature and identified the rhyming and adjectives in the poem. They have started to write their understanding of the poem in sentences/paragraphs. Students looked at the rhyming words used in the previous poem.

They made a list of the same and added a few more. Using these words they wrote the poem -individually / in pairs/groups.

Students recited the poem related to nature and noted down the new words and their meanings from the poem. Students came up with the words from their daily lives and wrote rhyming words for the same.

Dance:

Students learned the rock movements in the B-boying dance style with music timings. They practiced the dance for the upcoming theatre event followed by their reflections, feedback and feedforward.

Learning and Teaching – This Month

PE:

Students watched a video related to football passing skills. They practised and demonstrated different types of football passing skills with their peers. Students were Introduced to basketball.

Drama:

Students worked on the following areas demonstrating the attributes of the IB learner profile – Reflective and thinkers for February.

- Improvisation of scene
- Improvisation of Expressions

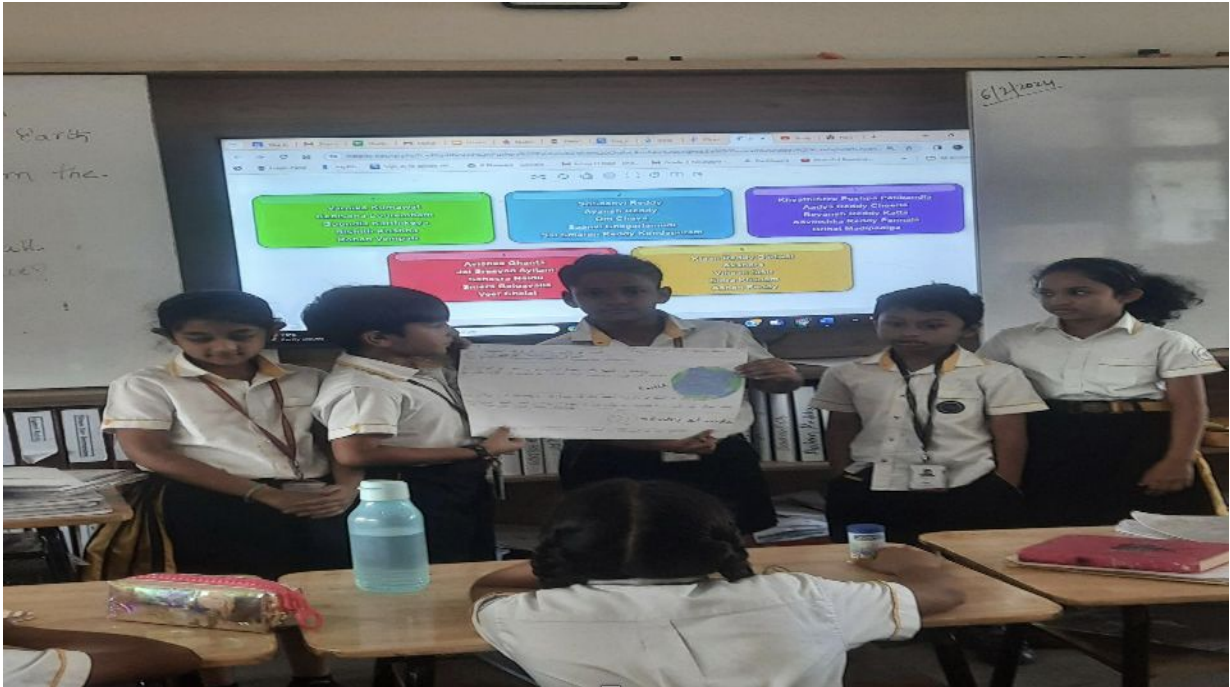
Visual Arts :

Students extended their learning about the medium of art – 'Paper'. They were introduced to an art form – 'Collage'. Students were shown various examples of collage work in different mediums and styles. They learned about the paper collage and created their artwork by applying the collage technique using different types of paper.

Music:

Students revisited staff notation of musicology and try to implement rhythm and pitch by listening to different song snippets.practiced the song "Together" – a song to celebrate unity, community, and belongings.

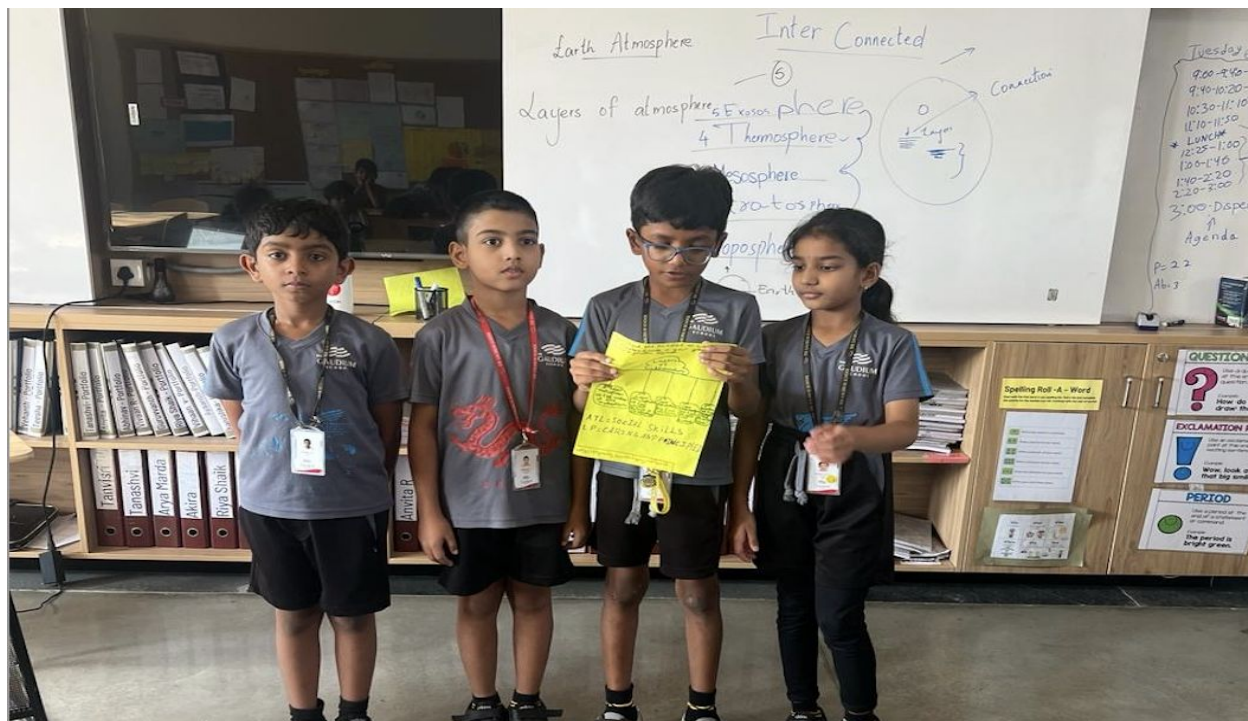
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

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

connection, change, causation

Unit of Inquiry

Students will inquire into a new unit of inquiry “migrations” under the Transdisciplinary theme “Where we are in place and time”. They will frame research questions and connect them with the key concepts of causation, change, and connections while investigating about reasons for people’s migration.

They will have a guest session to learn more about their experiences related to migration. Students will further take part in discussions, watch videos, and read books to understand the reasons people migrate.

Further, they will sort the reasons under push and pull factors of migrations. Students will inquire about migration throughout the history.



Learning and Teaching – Month Ahead

Transdisciplinary Language:

Students will make transdisciplinary connections to tenses while discussing migrations that happened in history. They will further learn about present perfect and continuous tenses through various learning engagements.

While researching about migrations in history they may connect to note-taking from videos/ handouts/ websites/books etc. to find answers to their research questions.

They may also connect to predictions, causes, and effects during the research on migrations in history. Further, they will explore stories of famous people who migrated and connect to biographies.

They may connect to biographies and autobiographies and learn about their migration stories and achievements of famous personalities such as Kalpana Chawla, Alfred Nobel, Mother Teresa, Anne Frank, etc.

Transdisciplinary Math:

Students will connect to transdisciplinary Math connections with distance during the discussions. They further learn about standard and non-standard forms of measuring distance.

Students will have a learning engagement on the conversions of units. They may connect to timelines during the discussions on the important migrations that happened in history.

Further, they will connect to time, elapsed time, currencies, and fractions through various learning engagements. Students will learn about directions and locate different places on maps using eight directions and latitudes and longitudes.

French:

Students will learn about the body parts and how to describe eyes etc. using various adjectives like colour and size. They will recall the “être, avoir, aller, venir, and faire” irregular verbs in simple sentences. Students will practice the language skills in their daily French communication and collaboration skills as they work together in French. Students will co-construct the assessment tasks, tools, and criteria for their ongoing assessments.



Learning and Teaching – Month Ahead

Telugu:

Students will listen to a story about protecting trees and nature and they will list down facts and their opinions. They will identify the problems from the story and share their perspectives. Students will learn about cause and effect.

Hindi:

Students will watch a video of a story about protecting trees and nature. Students will predict what will happen next. They will identify the problems in the story – problems happening due to nature, human actions, etc.

Students will look at 3 pictures and choose anyone to describe what they see- share what will happen next- and how the story will conclude. They will use a strategy – I see- I think next- at the end.

Students will choose to describe words/ sentences from the story. They will be asked to reflect on the story, suggest an alternative ending, and support them with reasoning.

Spanish:

Students will learn about the body parts and how to describe eyes etc. using various adjectives like colour and size. They will recall the “Estar, Ser, Tener” irregular verbs in simple sentences. Students will revisit the concepts covered during this term.

Dance:

Students will continue practising for the theatre events and learn the next set of dance movements (SIX STEPS) in (B-boying) dance style.

Visual Arts:

Students will explore the optical Illusion art.

Learning and Teaching - Month Ahead

Drama:

Students will work on the following areas demonstrating the attributes of the learner profile “Reflective and Thinkers”.

- Characterization •
- Stage presence

Music:

Students will continue learning the song “Together” - a song to celebrate unity, community, and belongings. Later they will practice advance to the basics of music grammar such as Rest note, Single, Double, Triplets & Rock Notes.

PE:

Students will watch a video about Basketball court line and their names. They will explore the basketball court and will share their findings. They will watch a video on basketball rules and will discuss about them in their groups. Students will watch basketball dribbling skills, will practice and demonstrate the same.



Happenings Month Ahead

Events	Date
Students Led conference (SLC)	2nd March
Maha Shivaratri	8 th March
Holi	25 th March
Good Friday	29 th March
Theatrical Evening	14th March Grade 3 A-F
Theatrical Evening	15th March Grade 3 G-L

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/>