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P R I S M

Grade 3
June - July 2024



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Head of School

Dear Parents

July has ushered in the true festivities and celebration of Year 10 at The Gaudium School.

You will be delighted to see the year 10 logo incorporated in the newsletter.

Ted x The Gaudium School started the chapter of celebration commemorating 'The Pale Blue Dot' with brilliant insights provided by Sri Pullela Gopichand, Smt.Kalpana Ramesh , Telugu Indian Idol Finalist Veluval and three our High School students.

The Student Council elections were conducted across School with a Junior Council from PYP 5 and the Head pupils and their team from grades 9 and 10.

From Gr 11 and 12 we had the elected House Prefects. Bus Prefects were also nominated from High School. The Student leadership team will be named at the Investiture ceremony on 2nd August in the presence of the whole Student community and their parents. What an opportunity to be the Global leaders that the school philosophy aspires for its students! BRAVO!



We are so grateful to our parents who have volunteered to come and speak to and inspire our students on various curriculum related areas, bringing a breath of fresh air into our classrooms. We are truly grateful for your time and effort.

We are poised for one unique celebration of our 10th year each month and we look forward to your welcoming support and volunteering to make this year at school really special.

Here's to many more exciting events at school...

Sudeshna Chatterjee



Message from PYP Co-ordinator's Desk

Dear Parent,

Greetings from The Gaudium School!

Welcoming our students to the new academic year is one of the most precious times of the year. This is when we build bonds—between students and teachers, between students themselves, between parents and teachers, and among teachers.

Our core value for June and July is Respect. Our students are learning to develop and nurture relationships through respect from the very beginning of the academic year. They have created essential agreements, taken on class council roles and responsibilities, and set their goals for Term 1.

These activities allow them to reflect on their strengths and challenges. By taking responsibility according to their strengths and setting SMART goals based on their challenges, they are becoming more resilient individuals. While our primary students have settled in well, we welcomed our early years students with great care and enthusiasm. We are happy to share that even our youngest students now come to school with smiles and ease. They have developed strong bonds not only with their teachers but also with the support staff, demonstrating that at Gaudium, we all work as one family.

Students across all grades are engaged in various learning opportunities where they collaborate, inquire, construct knowledge, and ultimately plan to put that knowledge into action.

We are especially proud to share the action taken by our Grade 2 students. As part of their ongoing unit, they created a story booklet and raised Rs 13,699.



With great pride, we share that our beloved R.K. Sir has announced that the school will match this amount.

The total funds will be used to purchase stationery items and will be donated to the Telangana Government Model School in Velimella village, a school adopted by Gaudium. We are incredibly proud of our Grade 2 students.

We also extend our thanks to the Grade 3 parents who volunteered to visit the school and share their personal migration stories with our students. Each story was a valuable learning experience for them.

Lastly, we thank all parents and guardians who connected with our mentors during the TPC.

We look forward to your continued support.

Meera Chhabria



Professional Development

Workshops conducted during the induction programme

- 5 Developmental Pillars Of 'The Happy Minds' Model"
- Holistic Excellence
- Core Values
- Mindfulness and Well-being
- Stakeholder Engagement
- Global leadership
- Concept-Based Learning
- Personalized learning/ Differentiation
- Understanding of Language Scope and Sequence
- Introduction to PYP Framework (The Learner, Learning and Teaching and The Learning Community / Transdisciplinary Learning/ Approaches to Teaching)
- Learner Agency and The Learner Profile Attributes
- Inquiry process and Local and global Inquirers
- Assessments /Evidencing Learning
- PYP Exhibition
- Learning Spaces
- PYP Planners
- Jolly Phonics : For Early Years Teachers



School Philosophy – 5 Developmental Pillars

Mindfulness and well being

The daily mindfulness practices embraced by both students and teachers have become a cherished routine. They have engaged in a variety of mindfulness exercises, including mindful breathing to cultivate a deep sense of presence, mindful movement to enhance bodily awareness, and 5 senses awareness to sharpen sensory perception.

In addition to these practices, they have explored self-awareness techniques, fostering introspection and emotional intelligence. Mindful thinking exercises have also been instrumental, encouraging clear and focused thought processes.

Furthermore, the students have actively participated in discussions centered around personal goal setting. These conversations likely involved identifying individual aspirations, strategizing effective ways to achieve them, and considering how mindfulness practices can support their personal growth journeys.

Overall, these mindfulness activities and goal-setting discussions have not only enriched their daily experiences but also nurtured a supportive learning environment conducive to holistic development.



School Philosophy – 5 Developmental Pillars

Core value

Throughout the month, students embraced the core value of "respect" through diverse activities. They explored its meaning through discussions and engaged in learning experiences such as watching videos, listening to stories, and reading books focused on respect. Students actively shared personal perspectives on how they can demonstrate respect in their daily lives.



Stakeholder engagement

Students gathered for a special assembly at the start of the academic year, receiving a warm welcome from our principal, Ms. Sudeshna Chatterjee, along with Ms. Meera Chhabria, the PYP Coordinator, and Mr. Kapil Mehrotra, the Academic Head, as part of engaging stakeholders.

Students and parents participated in the first Teacher-Parent Conference (TPC), where they discussed student progress and achievements, and exchanged valuable insights to foster holistic development.



School Philosophy – 5 Developmental Pillars

Grade 3 parents enthusiastically took part as guest speakers, generously sharing their migration stories. Their narratives provided valuable insights to our young scholars about the challenges, opportunities, and risks involved in migration. These sessions proved to be engaging and highly informative for our students, broadening their understanding of different life experiences and fostering meaningful discussions.



School Philosophy – 5 Developmental Pillars

Holistic excellence

As part of fostering holistic excellence, the grade 3 students actively engaged in an art competition that emphasized the importance of trees and forests in our lives. The competition was structured into three rounds, providing ample opportunity for students to showcase their creativity and artistic abilities. Their enthusiastic participation not only demonstrated their talent but also underscored their dedication to understanding and promoting environmental awareness through art.



Global leadership

Students maintained their commitment to organizing and conducting weekly assemblies as part of our global leadership initiative. They also consistently exhibited and developed their Approaches to Learning (ATL) skills and demonstrated attributes from the learner profile through active participation in diverse learning activities.



Learning and Teaching – This Month

Transdisciplinary Theme

Where we are in place and time

Central Idea:

Migration is a response to challenges, risks and opportunities.

Lines Of Inquiry:

- Reasons for migration
- Migration throughout history
- Effects of migration on communities, cultures and individuals.

Key concepts:

Causation, change and connection

Unit of Inquiry

Migration is not just about movement; it's about courage, resilience, and the pursuit of a better life. It's about embracing diversity and understanding the journeys that shape our world.

Our students delved into our first unit of inquiry 'Migration' with a provocation task. Students listened to the read aloud story - 'The Name jar' the journey of a little girl named Unehi from Korea to America.



Learning and Teaching – This Month

Students used the strategy ‘Color Symbol and Image and reflected their understanding of the story’ they connected the story to the words: challenges, settlement , moving and migration.

Students unpacked the meaning of migration using dictionaries. Each section has co-constructed their own class definition of migration.

Students displayed their knowledge on migration through a prior knowledge assessment .

Later through the key words students unpacked the theme and using unscramble the words strategy, they unpacked the central idea of the unit.

Students shared their understanding of central idea and collaborated with their peers to find out the dictionary meaning of the words risk, challenges and opportunities. Students framed their questions to research on the unit and sorted the questions under the key concepts.

Students further explored the reasons of migration through personas where they read about each character and identified the reasons of migration.

Students explored the different types of migration through an engagement ‘station stops’ where they read the story ‘Long way to America’. Watched the video and listening station : where they heard the TEDtalk of young girl of their age sharing her migration story.

They viewed pictures related to migration and came up with different types of migration. Students shared their real line stories of migration, reason of migration and connected with types of migration. They further read the story - ‘Four feet and two sandals ,’ the journey, grandfather's journey’ to understand the types of migration and refugee.



Learning and Teaching – This Month

Students collaborated with their peers and researched on common reasons, common types of migration and facts of migration. They shared their findings and insights through posters, charts and role-plays.

Students sorted the reasons into push and pull factors of migration.

To enhance their knowledge guest session was held for students where the parents of grade 3 shared their real-life stories of migration.

They gave an insight of challenges, opportunities and risks they had during their migration, Students Co-constructed the assessment task for their first line of inquiry 'reasons of migration.'

Transdisciplinary Language

Students co-constructed the spell-list for the week, that will help them to enhance their vocabulary.

made transdisciplinary connections with Nouns.

They learnt Common and Proper nouns. Later, they again made connection with Countable & Uncountable nouns, Singular & Plural, collective and compound nouns. .

Students also explored the use of punctuation marks, period, question mark, comma and exclamation mark in sentences.

In addition, students started the novel reading 'The Long walk to water' a story of a migrant.

Later, while doing the inquiry, they made connection with Pronouns and framed sentences with the same. Students watched videos, played games etc. to enhance their knowledge on different types of nouns and pronouns (possessive & Reflexive) .



Learning and Teaching – This Month

Transdisciplinary Math

Students made transdisciplinary connections with numbers and number names.

Students learnt the concept of place value, it helped them understand how the position of a digit in a number determines its value.

They explored different forms of expressing a number through fun and engaging games. This involved breaking down numbers into their individual place values. They learnt standard form, expanded form, word form of numbers they enhanced their numerical fluency using 3, 4 and 5 digit numbers. They had an ongoing assessment to understand their learning on place value.

Students further explored ordinal and cardinal numbers, odd and even numbers and enhanced their knowledge of rounding off numbers 10 and 100's

Telugu:

The students were given an entry-level test. This was to check their prior knowledge and to assess their understanding. We started with the basics as it's the beginning of the academic year. The students learned Varnamala and Guninthalu. This month the students were introduced to some parts of the literature in Telugu. In other words, in what form are the 'writings'? What are their features?

The students also observed the specific characteristics of the literature. When they were learning about literature they took stories and poems as examples.

Through this kind of learning engagement, students identified the forms of literature. Students also observed a few main features of types of literature. After reading the story students were encouraged to share their understanding in the context of the story (Title, characters, plot, setting, problem.) They also identified key points from the story as well and they learned the vocabulary and meanings of a few words.



Learning and Teaching – This Month

They were also introduced to 'Panchatantra kathalu' for learning the meanings of the words from the stories and classification of birds and animals. Students also listed down their understanding in the form of the strategy- I see/ I think/ I wonder.

Hindi:

Students introduced themselves to the class and their peers. Students set their essential agreements. Students revised the Hindi alphabet and wrote the same. Students were shown 5 pictures and 5 words (words from different letters of the alphabet using different matras). They framed sentences using words related to the pictures in the given task sheet for the grade-level entry test. Students revised Sanyuktaakshar, Dvitvaakshar, R-form and different matra words and wrote the same.

Students read a story of Panchatantra and listed down the new words from the story. They shared characters, places, and things and introduced the elements of the story.

Students concluded that these are all names NOUNS! Students framed questions related to the story and tried to write the answers for them. Students will look at sorting nouns – name – place- animal- things. Students will listen to poetry about animals read by the teacher in class.

French:

In the month of June & July as it was a learning to learn week students revisited the learnt concepts like numbers ,greetings, subject pronouns etc, Revisiting these concepts will help students in further learning and understanding the language .

Spanish:

Students learned days of the week, months, basic greetings, alphabets and accents with vowels.



Learning and Teaching – This Month

Drama:

Students had an introduction of basic of drama and learnt Listening, Concentration, Focus, Timing ,Body Rhythm exercise . Incorporated a variety of voice exercise and games to help them develop their vocal skills and speech.

Visual Art:

The students introduced themselves. They discussed essential agreements for a better understanding of the IB learner profile.

The students were introduced to basic skills in using a pencil and a book, starting with exercises to improve their pencil grip. After this warm-up, they were given a creative task to design their own names. This activity likely served multiple purposes: practicing their newly learned skills, encouraging creativity, and making the learning process engaging and personal.

Students participated in task regarding different mediums in art. During this task, students engaged with various art stations where they encountered different artistic mediums. The goal was for them to identify, and reflect on their experiences with each medium using I know, I used it..I need to know...

This activity provided our students with a hands-on experience across a range of artistic mediums, encouraging them to explore and develop their understanding of different medium used in art.

It also highlighted areas where they wish to further their knowledge, fostering a deeper engagement with the arts (Responding & creating).

Students were shown a range of pictures and were asked to identify the different mediums involved in each artwork. This exercise aimed to deepen their understanding of how each medium can create different effects and contribute uniquely to the overall piece.



Learning and Teaching – This Month

The students participated in an exciting poster-making competition with the theme "Forest Guardian" and "Peace". This competition encourages students to express their creativity while promoting awareness about the importance of protecting our forests. The students were highly engaged and enthusiastic as they worked on their posters, using various art materials and techniques. They explored themes related to forest conservation, wildlife protection, and the beauty of nature

ICT:

In today's fast-paced, technology-driven world, computers have become an integral part of our daily lives. From communication and education to entertainment and innovation, computers play a vital role in shaping our experiences. We have discussed the history of computers, the students co-constructed the definition of computers, components of the computers, basic input and output devices.

PE

Students were introduced to PE. Students discussed and shared their Essential Agreements.

Students reflected on, how best do I learn? How best do I show my learning?

Students explored pre-athletics (Running, Jumping, Throwing) and find markings and different starting points for the athletic events on the athletic track.

Students listed out athletics events which they Seen, Heard and Participated into, to know about their prior knowledge on athletics.

Students experienced athletic track and performed a simple run on the track to analyze their knowledge, and students shared their experiences.

Students experienced what are the starting lines of different track events and finishing lines. Students watched a video on crouch start in track even



Learning and Teaching – This Month

Dance:

Students had an Introduction of dance and they co-constructed the Essential agreements. Students learned Hand, Leg movements and then they practiced for eight counts (Hip Hop).

Students watched a dance video. They discussed about the video and then they learned a new set of dance movements in hip hop. And they practiced on the music that was played.

With the on-going process rhythmic sessions, students were divided in groups to showcase their way of rhythms by clapping and vocal exercises.

Music:

Students have explored the introduction of "Nature Sounds" & understood the creative process of making music instruments using household items.

Students were introduced to rhythmic jam sessions involving body percussion and techniques of patterns and its speeds using clapping and a musical instrument.



Learning and Teaching -Last month



Learning and Teaching -Last month



Learning and Teaching -Last month



Learning and Teaching – Month Ahead

Transdisciplinary Theme

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Central Idea:

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Lines Of Inquiry:

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Key concepts:

Causation, change and connection

Unit of Inquiry:

Students will continue their learning on migration. They will look into ‘Migration throughout the history’

They will research on effects on migration and also participate in class debates.

They will look into map pointing and continue the timelines.

They will continue to explore the effects of migration on communities, cultures and individuals through various engagements.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will look into verbs and its forms. Adjectives and sentence structures, They will enhance their knowledge on paragraph writing and continue their novel reading 'Long walk to water' to enhance their reading and writing skills.

They will also continue to co-construct the spell-list for every week and continue to have spell-check every week.

Transdisciplinary Math

Students will explore into concept of data handling. They'll interview people in the school community, collect and organize data.

French

Students will learn vocabulary on clothes. They will also learn verb conjugations which help them to express what they are wearing or what size of cloth they will need to buy.

Telugu :

The students will be introduced to Nouns through panchatantra stories. Students will also play a game (names, places, things and animals) to apply the concepts they have learned so far. They will also be asked to read panchatantra stories and frame questions to enhance their reading skills. They will also have to frame important questions for the poem read by the teacher and answer those questions accurately (Reading, speaking, writing, listening). Students will recite the poem and seek peer feedback & feedforward.



Learning and Teaching – Month Ahead

Hindi

Students will answer a few questions (orally) and list down new words from the poem.

Students will recite the poem by following the criteria- Pronunciation, fluency, and voice modulations.

Students will take turns reading a short Panchatantra story #2 in class. After each student reads- students are asked to predict what will happen next. Teachers to assess reading for each student. Possible criteria Pronunciation, fluency, voice modulations and punctuation.

Spanish

Students will learn more phrases to introduce oneself and others along with questions. They will also learn the verb “VIVIR” and “SER’ESTAR”.

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

Music:

Students will be exposed to various musical instruments through listening and pictorial representation.

With the knowledge of sounds and images of the musical instruments, students will continue the vocal exercises and clapping which enhance the exposure towards Indian & Western cultural music.

Students will learn Indian language song named "Bharat Humko Jaan Se Pyara Hai"

PE

Students will participate in 60 meters, 200 meters and 600 meters run with a proper crouch start position.

Students will participate in all the track events and individual timing will be recorded as per the events.

Dance:

For the upcoming month there will be a continuation with the same music and more dance movements with music timings. Students will learn to connect movements with lyrics and beats of the music.

Visual Arts:

Student will explore the concept of balance in artwork. Symmetrical, Asymmetrical & Radial balance along with poster color.

ICT

The students will learn about parts of the Microsoft suite, key features of word, benefits of the word processing, creating and editing the documents and its uses.



Happenings Month Ahead

Events	Date
Parent Teacher Conferences Grade 4 & 5	August 3rd 2024
Independence Day	August 15th 2024
Varalakshmi Vratam	August 16th 2024
Janmashtami	August 26th 2024
National Sports Day	August 29th 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/>

