



P R I S M

Grade 3
August 2025-26



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Founder and Director

A very Good morning my dear students, teachers, parents, senior leadership and pedagogical leadership team. Firstly I would like to appreciate each and every student who has been nominated and has gone through this rigorous election process. I would now take this privilege to congratulate each and every elected member of the Gaudium Student Council. A Big congratulations to you and your parents. Your dedication, hard work, and commitment throughout the election process is indeed commendable. Each of you has demonstrated a strong sense of responsibility and a genuine desire to serve your fellow students in order to make our school a better place.

As you embark on this journey of leadership, I would like to share with you a powerful concept – the “broken window theory”. Broken Window Theory is a criminological theory that suggests that visible signs of neglect in an environment—such as cracked or broken windows, graffiti, litter etc can encourage more serious crimes to happen. It teaches us a powerful truth that when we ignore small problems, we invite bigger ones. Imagine walking past a building. One of the windows is cracked or broken, but no one fixes it. A few days later, you notice more windows are shattered, maybe even some graffiti on the walls. Slowly, the building begins to look abandoned. That’s when more serious damage begins to happen – vandalism, littering, and even crime. Why? Because when one small problem is ignored, it sends a message that “No one is watching, no one is in charge, no one cares.”. Thus signalling that rules don’t matter and you can get away with it. Originally this theory was used to understand and discourage crime in cities by applying zero



tolerance policy and keeping neighbourhoods clean and orderly.

This theory is just as important for us – in our schools, our communities, and even in our personal lives. We are all used to so much procrastination in our daily lives. We keep delaying tasks even when we know there might be negative consequences.

Jeff Bezos once said, “Stress doesn’t come from hard work. Stress comes from not taking action over something you can have some control over.”

The moment you delay something you’re capable of doing, it lingers in your mind. Your brain keeps it in the background as an “open loop,” which causes mental clutter. When you postpone a task, the pressure doesn’t decrease, it builds. Deadlines approach, and the unfinished task becomes more intimidating. When you finally rush to finish it at the last minute, you compromise quality, sleep, and peace of mind. This creates a stress cycle.



Message from the Founder and Director

What we infer from procrastination and broken window theory is that when small problems are ignored or postponed, they give rise to stress and grow into bigger ones.

Your role is not just to manage events or wear a badge. It's to build a culture, a culture where respect, responsibility, and pride in our school are visible in our everyday actions. It's about doing what's right even when no one is watching. It's about being the first to fix a broken window, so others don't break another.

So today, I ask you: What are the "broken windows" around you?

Is it the classmate who's being bullied while everyone turns away?

Is it when someone vandalizes a wall or scribbles on a desk, and we ignore it?

Or when the school bell rings and some students still loiter in the corridor, ignoring the class?

Each of these may seem small. But when ignored, they send a silent message: "It's okay. No one cares."

Be the leader who changes that message. Be the one who steps in when someone's hurt. Who speaks up when others stay silent. Who leads by example, whether it's walking into class on time, or treating every person and space in school with respect.

I wish you all the very best and hope you all will be leaders who take action and fix things early to create a positive environment and tell everyone around that We care, This place matters, We matter.

Thankyou.
Kirthi Reddy
Founder and Director



Message from the PYP Associate Coordinator

Learning Beyond the Classroom

The true measure of a school extends far beyond academic results. At our school, we believe in nurturing well-rounded individuals by providing a rich tapestry of experiences that complements classroom learning. These activities are not just a distraction from studies; they are fundamental to building character, fostering creativity, and developing essential life skills. A Platform for Talent and Teamwork

Our commitment to holistic education is visible in the array of extracurricular activities offered. The Grade 4 Art Competition is a vibrant showcase of student creativity as an opportunity where young artists can express themselves freely and gain confidence. In sports, our students have demonstrated exceptional teamwork and determination. The recent inter-house sports event for Grades 3 to 5 was a testament to their dedication, promoting physical fitness and healthy competition among students. Such events are key in building camaraderie and a sense of shared purpose.

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Community, Culture, and Leadership in Action

Developing a sense of social responsibility and cultural awareness is a key component of a well-rounded education. The Ganesh Idol making workshop provided a unique opportunity for students to engage with their cultural heritage while embracing artistic expression. This activity fostered a deep appreciation for traditions and showcased the students collaborative spirit.



Message from the PYP Associate Coordinator

At the heart of our student community is the Students ; Council, which serves as a powerful training ground for future leaders. It is this body that students learn to be strategic thinkers, effective communicators, and responsible decision-makers. They represent their peers, organize events, and contribute to the schools positive culture, embodying the very essence of leadership.

Learning Through Experience: Field Trips and Guest Sessions

To bridge the gap between theoretical knowledge and real-world application, our school places great emphasis on experiential learning. Our recent field trips have brought classroom lessons to life, allowing students to engage with concepts through interactive exhibits and hands-on activities. Similarly, the guest sessions with professionals offered our students invaluable insights into potential career paths. Hearing from a renowned architect about sustainable design, or gaining insights from senior school teachers and even parents with subject expertise, provides a unique perspective that no textbook can replicate. These sessions inspire students, sparking curiosity and helping them connect their academic interests to future possibilities. By prioritizing these activities, we are shaping individuals who are not only academically bright but also compassionate, collaborative, and confident—ready to take on the world.

Thank You
Mary Vinodini
Associate PYP Coordinator



Professional development

As part of our ongoing commitment to professional growth, teachers recently engaged in a PD session that centered on refining classroom practices and fostering meaningful learner engagement. The discussions encouraged educators to reflect on DUP as a tool to enhance lesson design and to recognize the role of Circle Time in creating a supportive and connected classroom culture. The session also shed light on the purposeful use of EMS to maintain clear and consistent communication with parents. Teachers further revisited the Attributes of the Learner Profile, exploring ways to weave these values into everyday learning experiences.



Teachers participated in the **CAT 1** workshop, ***Making the PYP Happen***, which provided valuable insights into the PYP philosophy and reinforced how its principles can be applied effectively within our teaching practices. Teachers attended the NEASC workshop by Ms. Darlene Fisher which gave a deep insight about the “Excellence in Teaching and Learning”



Sports Achievements

We are proud to share that our talented Geckos participated in the United Roller-Skating Championship and showcased exceptional skill and determination.

Medal Tally: 3 Gold Medals ,3 Silver Medals and 2 Bronze Medals



Participants Details

USID	NAME	CLASS
017015	HARSHA	7F CBSE
031638	AARADHYA	4GC PYP
101165	ISHITA	9D -CI
101250	VIHAAN	8E-CBSE
111352	VEEKSHA	1A-MYP
031618	SASHA	Gr 4- PYP
101344	DHRUTI-	2D-MYP
071432	AADHYA	1E MYP



Sports Achievements

Our students excelled at the Interschool Chess Tournament hosted by Glendale School, which saw participation from 21 schools. The Gaudium School proudly emerged as the Overall Boys' Champion!



Participants Details

S.no	NAME: Boys Winners	CLASS
1)	Rugved Reddy	4B- MYP
2)	Adithya Vardhan	10 A CI
3)	Devansh	Grade 5GE- PYP
S.no	NAME: Girls Winners	CLASS
1)	Rinayra Verma	Grade 2SD- PYP
2)	Ishika Reddy	Grade 3SD- PYP



Sports Achievements

We celebrated National Sports Day on August 29, 2025, with a special highlight—our Founder and Director, Ms. Kirthi, inaugurated the new high jump mat



School Philosophy – 5 Developmental Pillars

Mindfulness and well being

The students and teachers engaged in various mindfulness activities like flower breathing, bubbles of gratitude and mindfulness colouring . They engaged themselves and practiced a range of mindful movements by mindful walking, superman pose and wonder pose. Students enjoyed practicing sense awareness by guessing the sound and touch.

Students practiced self-awareness through various scenarios on managing emotions. They further explored rose and thorn mindfulness.

Students had group awareness sessions by the School counsellors on understanding the characteristics of a person and analysing it through stories.



School Philosophy – 5 Developmental Pillars

Core values:

At The Gaudium School, we have incorporated empathy into our core values, emphasizing social responsibility, dignity, and resilience as fundamental components for creating a better world.

In the month of August, students engaged in various activities to understand and embody the core value of empathy. Through skits, reflective drawings, videos and read aloud. They discussed ways of empathizing their parents, friends and community. Students self reflected on their practices to develop the Core Value.



Embracing the Gaudium philosophy of empathy, students shared their experiences on how they empathise with the people around them. During assemblies our students put their understanding of empathy by talking about empathy and sharing their experiences.



School Philosophy – 5 Developmental Pillars

Stakeholder engagement

We recently hosted the Student-Led Conference (SLC), a valuable platform where students took ownership of their learning journeys. They thoughtfully reflected on their academic and co-curricular progress, shared their achievements, and identified areas for growth. Through meaningful discussions with their parents, students demonstrated confidence, responsibility, and a deeper understanding of their development.

In the spirit of national pride, students organized a vibrant special assembly to celebrate Independence Day. The event featured enthusiastic performances, including patriotic dances, songs, and speeches that highlighted India's rich cultural heritage and the importance of freedom.

Demonstrating both creativity and social responsibility, students also crafted eco-friendly Ganesh idols using sustainable materials. The initiative not only promoted environmental awareness but also supported a charitable cause – all proceeds from the sale of the idols were donated to help those in need. This activity fostered a strong sense of community, compassion, and environmental stewardship among the students.

These events reflect our continued commitment to nurturing responsible, empathetic, and well-rounded individuals.



School Philosophy – 5 Developmental Pillars

Student Led Conference

Students demonstrated their learning through the inquiry cycle. They presented on migration and the Earth's atmosphere, showcased their language skills by weaving stories, and displayed their mathematical understanding by recording parent feedback and representing it in the form of a bar graph. Students were excited, confident, and reflected the attributes of being principled and risk-takers



School Philosophy – 5 Developmental Pillars

Holistic excellence

This month, students demonstrated holistic excellence through active participation in class and assemblies, showcasing confidence, creativity, and collaboration. Their efforts reflected growth in both personal and academic areas, as they embraced opportunities to become well-rounded individuals.

Students participated in the **Life Skills** module on Stitching under the *Holistic Excellence* pillar, aligned with the UN Sustainable Development Goals (SDGs). They learned the basics of stitching (threading a needle, running stitch) and practiced attaching flat and shank buttons. This hands-on session helped enhance their fine motor skills, independence, and self-reliance, while reinforcing the values of SDG 12: Responsible Consumption and Production and SDG 4: Quality Education. The students thoroughly enjoyed the activity.



School Philosophy – 5 Developmental Pillars

Global leadership

The school special assemblies are a part of the global leadership where students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks. They continued to develop and demonstrate ATL and the attributes of IB learner profile by participating actively in the assemblies.

Special assemblies play a vital role in schools, fostering a sense of community, promoting learning, and addressing various needs. Celebrates diversity, promotes cultural awareness, and explores heritage. They took part in a special assembly and shared how they will show kindness to their peers, family and community by sharing cards and by sharing their reflections in the kindness wall.



Learning and Teaching – This Month

Unit of Inquiry **Transdisciplinary Theme**

How the world works

Central idea

The structure of Earth and its atmosphere influences natural events and human activities.

Lines of inquiry:

- The structure and characteristics of Earth's layers and atmosphere
- The connection between Earth's layers and atmosphere with natural events
- The impact of earth and atmospheric changes on human activities"

Specified concepts:

- Form
- Connection
- Causation

Additional concepts:

- Natural disasters
- Geography
- Maps
- Safety

Students began their second Unit of Inquiry by exploring the concepts of "Earth" and "Atmosphere" through a provocation task. Using the Think-Pair-Share strategy, they visited various learning stations designed to engage different intelligences:

- Station 1: Riddles (Logic Smart)
- Station 2: Story (Word Smart)
- Station 3: Pictures (Visual Smart)

They then reflected on their prior knowledge using the Compass Points strategy:

- N (Need to know) – What do you wonder about Earth and atmosphere?
- E (Excitement) – What excites you about them?
- W (Worries) – What concerns you?
- S (Stance) – Why are they important?

This activity encouraged curiosity, collaboration, and deeper thinking.



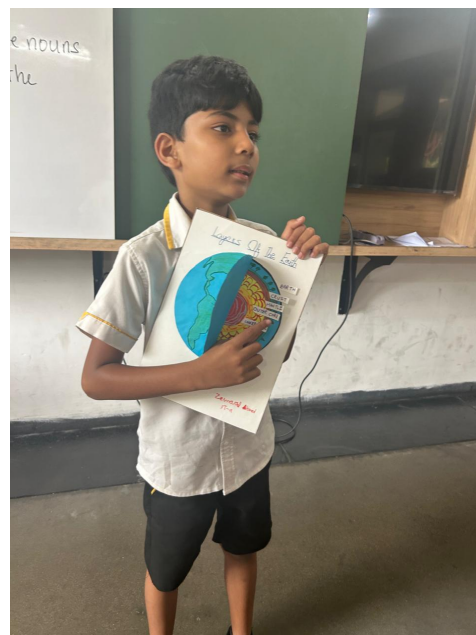
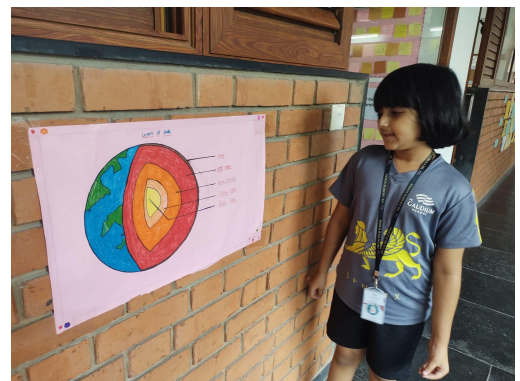
Learning and Teaching - This Month

Students explored how the concept of Earth and its atmosphere connects to an IB PYP transdisciplinary theme. They unpacked the central idea by understanding key vocabulary and framing questions, which they sorted using key concepts. To guide their inquiry, they used a KWHLAQ chart to ask thoughtful questions.

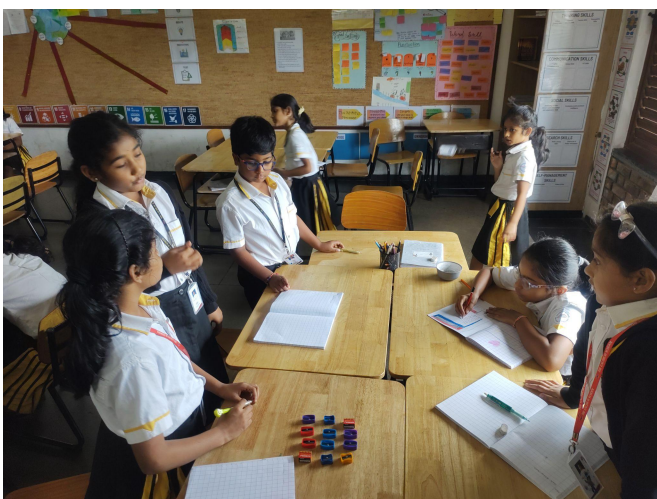
They also created Mind Maps to show what can be found in the Earth and atmosphere. As a provocation for the word "Layers," students observed pictures and used the I See, I Think, I Wonder strategy to share their thoughts. They also discussed where they see layers in their daily lives.

Students worked in six groups to research the layers of the Earth and atmosphere using tablets. They noted key facts, questions, and connections in a structured format. They also explored critical thinking questions like, "What would happen if one layer went missing?"

Later, they presented their findings through models or posters, using creative visuals and clear explanations to demonstrate their understanding.



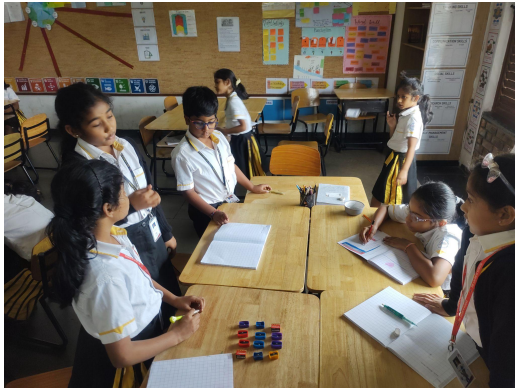
Young Minds, Bright Ideas



Students visited different stations where they read stories, observed pictures, solved riddles, and connected all of these activities to the unit on Earth and Atmosphere.



We think, we share, we learn!



Students participated in various learning activities and collaborative tasks, where they developed teamwork skills and deepened their understanding of math, language, and the unit concepts.



Learning and Teaching – This Month

Transdisciplinary English

In English, students explored story elements like characters, setting, plot, conflict, and resolution. They then applied this understanding to plan and write their own stories, showing creativity and structure. Alongside this, they strengthened their grammar through focused work on noun clauses, noun phrases, and independent clauses, leading to more confident and effective writing.

Under the transdisciplinary theme “*How the World Works*,” students explored the layers of the Earth and atmosphere, gaining insights into natural systems. Storytelling was integrated to connect language with science, helping students express their understanding creatively and academically. We look forward to deepening this learning in the months ahead.

Transdisciplinary Math

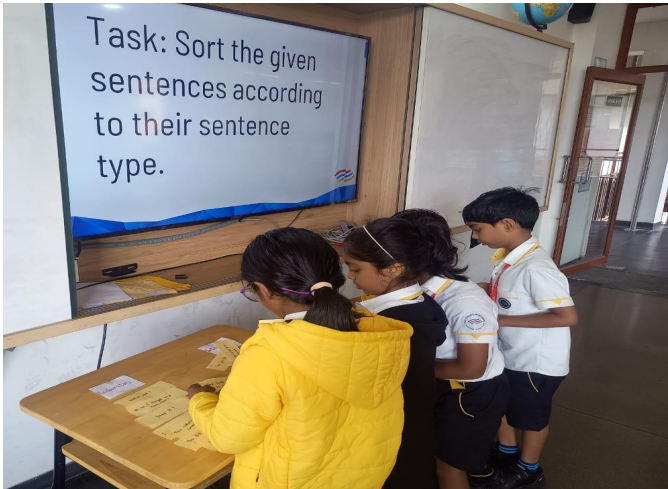
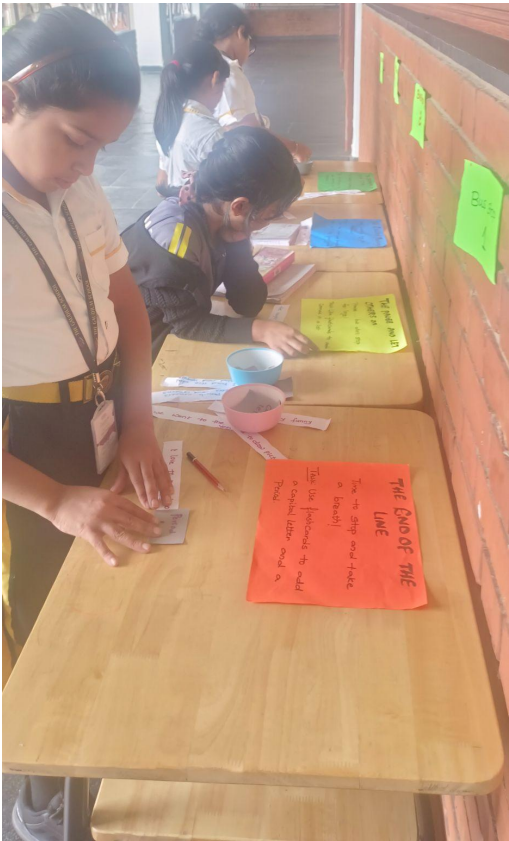
Students practiced mathematical concepts such as 4-digit addition and subtraction. They explored these fundamental concepts through interactive experiences, including story problems, online games, and real-life experiential learning.

Students started working on multiplication, and division in an engaging and effective way. Division was another key focus, where students explored how to share or divide objects into equal groups. They practiced dividing and Multiplication numbers up to 100 and learned how division relates to multiplication.

These activities not only deepened their understanding of mathematical operations but also encouraged creative and reflective approaches to problem-solving. In addition, students explored measurement, making connections to our Unit of Inquiry through inquiry-based learning and active engagement.



Learning in Action



Learning and Teaching – This Month

Hindi:

Students listened to a poem about animals read by the teacher in class. They answered few questions orally and identified the nouns from the poem. Students recited the poem, focusing on pronunciation, fluency, and voice modulation. They read the given few lines and identified the words that replaced nouns and were introduced as a pronouns. Students took turns reading a short story aloud in class and wrote the new words that they identified in the story. Students identified the pronouns that they encountered in the story.

Telugu:

The students explored the concept of nouns through Panchatantra stories, applied their learning in interactive games, and enhanced their reading skills by framing and answering questions. They recited animal-themed poetry, received peer feedback and were assessed on pronunciation, voice modulation, and memorization. They also analyzed and compared nouns from poems and stories.

French:

Students learned the verb conjugations of *être* and *avoir*. They also started learning the topic *les vêtements* (clothing), where they were introduced to vocabulary for different items of clothing.

Additional language Telugu

Students focused on reading and writing Telugu letters: (క, ఖ, గ, ఘ, జ, చ, ఛ, ఙ, ఝ, ఞ) They practiced writing each letter, learned words starting with them, and enjoyed songs that made learning fun and engaging. These activities helped strengthen their recognition skills and build confidence in reading and writing.

September month, students will begin learning the Days of the week in Telugu (ఆదివారం – శనివారం) through interactive activities such as:

1. Storytelling using daily routines
2. Rhymes and songs for easy memorization



Learning and Teaching – This Month

PE:

Students practiced in athletics short distance events (60mtr, 200 metres).

Students gave time trial for 60 mtr, 200mtr and 400mtr.

Students did reflection on task sheet related to migration to understand how did migration connect in PE (Transdisciplinary Connection).

ICT

Students tapped into their imagination to describe a rainy-day scene in detail, capturing its sights, sounds, and feelings. They further illustrated their ideas using Tux Paint, turning their words into colourful digital artwork.

Students created a five-line storyboard featuring their favourite characters – the snake and the frog. Using Tux Paint, they added drawings and visual sequences that made their storytelling come alive.

Students engaged in dialog writing through a fun conversation between two friends. Alongside practicing writing skills, they also learned key lessons about safe and responsible internet use, supported by simple illustrations in *Tux Paint*.

Spanish:

Students demonstrated strong progress in August by mastering Spanish

articles (los artículos) and understanding their proper usage with different nouns.

The class successfully learned family vocabulary (vocabulario de la familia), enabling them to describe family relationships and members in Spanish.

Students also expanded their numerical knowledge by learning numbers 1 to 100 (números del uno al cien), which required dedication and practice. The integration of these concepts through family-based counting exercises proved particularly effective.

Visual Art:

In the month of August, students learnt to use Oil pastels more effectively. They

learnt the process of

gradation by controlling pressure. The

month was full of events where students made beautiful

paintings on Independence Day. Also, on

the occasion of Ganesh Chaturthi,

students made eco-

friendly clay Ganesha Idols which was also a lesson on clay modelling for them.



Learning and Teaching – This Month

Dance:

Connection of movements from strong to gentle.

Students will learn movements related to body gestures, body zones and body bases related to Freestyle Hip Hop dance intermediate level.

Drama:

students explored the impact of earth and atmospheric changes on human activities through drama, bringing these ideas to life with the art of characterization. They experimented with voice, posture, gesture, and movement to reflect different personalities and emotions, while also engaging in Character Walks to understand how small physical changes can completely transform a role.

They further collaborated on short scripts, distributing roles and rehearsing scenes with attention to expression and body language.

These activities helped students realize how acting choices shape believable characters and how teamwork strengthens storytelling.

Music:

Students begun wrapping up their inquiry into “Migration: A Journey Through Sound” and are now reflecting on their musical growth through performances and discussions. Over the past few weeks, they have worked collaboratively to compose and present soundscapes that represent the emotions, movements, and experiences of people who migrate. These final compositions showcase their ability to apply musical elements like dynamics, texture, and form while expressing their ideas with clarity and creativity. Students are also engaging in reflection activities, offering feedback to peers and thinking deeply about how their own music communicates a message. As we move forward, the focus will shift toward building foundational performance skills while continuing to encourage creative expression and collaboration.



Drama – where fun and feelings come alive!



Learning and Teaching – Month Ahead

Transdisciplinary Theme

Sharing the planet

Central idea

Living things adapt to survive in their environment

Lines of inquiry:

- Concept of adaptation in changing environment
- Circumstances that lead to adaptation
- Impact of human needs on the survival of other living things

Specified concepts:

- Change
- Connection
- Causation

Additional concepts:

- Adaptation
- Evaluation
- Survival

In this unit, students will explore how living things, including plants, animals, and humans, change and adapt in order to survive. They will learn that environments are constantly changing and that living things must adjust to these changes in order to continue to live and grow.

Students will investigate different types of adaptations and understand the reasons why they happen. They will explore how natural events, environmental challenges, and human actions can lead to changes in the way organisms live. Through this, they will begin to see the cause and effect (causation) relationships between organisms and their surroundings, and how all living things are connected.



Learning and Teaching – Month Ahead

Transdisciplinary English

This month, students will strengthen descriptive writing by:

Using sensory details and adjectives.

Adding prepositions to bring sentences to life. Writing about people, places, and experiences. Sharing and reflecting with peers.

Grammar Concepts

Conjunctions – and, but, or, nor (coordinating), as, that (subordinating).

Prepositions – about, along, around, inside, outside, underneath.

Adjectives – Possessive (my, your, his, her, our, their) & Interrogative (which, what, whose).

IB Learning Approach

Inquire – Explore how grammar supports communication.

Apply – Use tools in writing and discussions.

Reflect – Refine writing for better expression.

Transdisciplinary Math

This month, students will explore how data and probability help us understand the world. They will inquire, apply, and reflect through real-life connections and hands-on activities.

Key Concepts

- **Data Collection:** gathering information through surveys and recording it in tables.
- **Graphing:** creating and reading pictographs, bar graphs, and line graphs.
- **Probability:** learning terms like *certain, likely, unlikely, impossible* and experimenting with dice, coins, and spinners.

IB Connections

Learners will:

1. Ask questions and collect data.
2. Represent information visually in graphs.
3. Predict and analyze outcomes in daily situations.



Learning and Teaching – Month Ahead

Telugu:

In the upcoming month, they will focus on listening to animal poetry, expanding their vocabulary, and continuing to refine their recitation skills with peer input.

Spanish:

September will mark an important grammatical milestone as students begin learning regular verbs in the present tense (verbos regulares en presente). This introduction to verb conjugation will focus on the three main verb endings (-ar, -er, -ir) and their patterns. Students will practice with common, everyday verbs to make the learning practical and applicable to their daily communication needs.

Additional language Telugu

students will begin exploring Telugu consonants ట, ఠ, డ, ఢ,ణ, త, థ, ద, ధ, న (Hallulu). They will continue to build vocabulary and reinforce their learning through hands-on activities . These activities are designed to make language learning joyful, engaging, and meaningful for every child.

French

Students will continue learning about les vêtements. Along with clothing vocabulary, they will also learn the French version of the song "Rain, Rain, Go Away.



Learning and Teaching – Month Ahead

ICT

This unit will help students become proficient with Microsoft Word, a foundational word-processing tool.

They will:

- Learn the key components of the program, including the title bar, ribbon, and rulers.
- Create and modify documents using various editing tools.
- Practice essential formatting skills like changing fonts, colours, and alignments, as well as adding bullet points and images.

Ultimately, this work will boost their digital literacy, making them confident in using technology to organize and present their ideas professionally.

Drama:

students will continue to build on these skills as they prepare for rehearsals and presentations, applying their learning to create confident and expressive performances.

Visual Art:

students will be building on their learning of oil pastel techniques. They will learn to shade and effectively apply their learning in paintings. They will also learn to make natural brushes from resources they find around them, thus connecting to their unit on Sharing the Planet.



Learning and Teaching – Month Ahead

Dance:

Controlling and combining different movements.

Students will learn freestyle hip hop dance (Uprock, Foot shuffles, Spins and turns) with music in combination of long and short movements.

PE:

Students will have time trial of 400 mtr and 600 mtr.

Students will learn the technique of standing broad jump and distance will be measured.

Students will learn the basic technique of shot put with help of medicine ball and distance will be measured.

Music:

Students will explore how music will help them understand Earth's natural events. They will create soundscapes using body percussion, voice, and objects to represent storms or eruptions, collaborate in groups, and reflect on how music will express danger, safety, and connection.

Hindi :

Teacher will share a story from Bal Kahani and students will share their perspectives with their peers. Following this, students will write a paragraph or sentence using pronouns.

Teacher will then read a poem about children, which the students will listen to carefully.

Students will recite the poem and seek feedback and feedforward.



Happenings Month Ahead

Events	Dates
Teacher's Day Eid Milad-un-Nabi	05th September 2025
Hindi Diwas	15th September 2025
Autumn Break	September 20 to October 5,2025
School Reopening	October 6, 2025

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/>

