



PYP GUJARAT NETWORK SCHOOLS NEWSLETTER

SEPTEMBER 2019 [Volume 1, Issue 1](#)



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NAVRACHANA INTERNATIONAL SCHOOL, **VADODARA**

When students are curious, teaching and learning are never a chore. Teachers play a critical role in helping students transform their curiosity into inquiry, by facilitating, focusing, challenging, and encouraging students in active engagements. The very first unit for Nursery under sharing the planet saw the 3 year olds buzzing with enthusiasm to discover their classroom walls converted into animal habitats thus cultivating student's curiosity on the unit "Our Animal Friends".. And thereafter the teacher just had to listen to the myriad of voices and perspectives of the students in the class creating a culture of learning for deeper exploration into the unit through various learning engagements.

Moving further into deeper understanding about "Animals" our grade 2 did justice to the theme sharing the planet where they learnt about endangered and extinct animals. Students researched and gathered ample information about these animals. The unit gave students an insight into the plight of endangered species and also helped them gain perspective on human issues that continue to endanger species and threaten our global environment.

Here are some of our student's findings that can educate each one of us.





HRIDHAN
1-7-19
2B-IB
NISV

THE Tasmanian tiger



Why he became extinct:-
from a Disos he became extinct also some were poached.

Habitat:-
The tasmanian tiger lives in Dry eucalyptus.

Food:-
The tasmanian tiger eats meet and small animals like baby kangaroos and wallabies

The last one was in the zoo and then they became extinct

What does the tasmanian tiger do:-
at night the tasmanian tiger hunts animals than sleep at morning he eats Food what he want at night

Thank you ❤️

AMUR LEOPARD



Characteristics: - They have white or cream fur with large widely spaced black spots called 'Rosettes' covering the head, legs, back and tail.

Habitat: They live in forests of southern Eastern Russia and Northern China.

Food habits: - They are carnivorous. Their prey consists of Wild pigs, sika deers, hares, etc.

Reason: - They are poached for the fur, but also due to deforestation, farming, growth of cities, human induced fire.

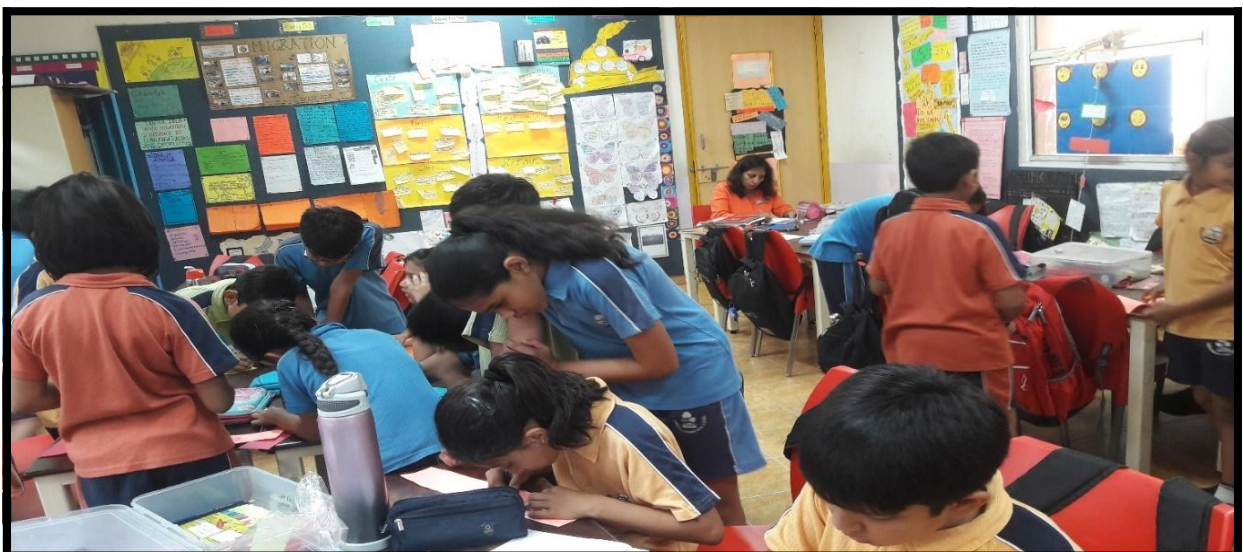
Organisations: - WWF, ALTA, WCS, are the organisations that conserve them. Initiative include anti poaching teams Monitoring and tracking, Monitoring fire and increasing awareness.

TUG OF WAR

Making learning fun and interesting was a way to understand the theme, Where We Are In Place In Time, where students of Grade 4 played the **Tug Of War** to categorize the reasons of Migration under the '**Push and Pull Factors**'. Push and Pull in the Tug of War is connected directly to the Push and Pull Effects of Migration.

Some of the pull factors which they researched upon were poverty, unemployment, starvation, natural calamities and the pull factors were better employment opportunities, peaceful climate, religious freedom and less crime rates.

(Grade 2 Homeroom Tutor : Shampa Patra)





A TIMELINE CONNECTING TO THE UNIT MIGRATION



(Grade 4 Homeroom Tutor : Heli Desai)

EXPRESSING ONESELF THROUGH WRITING

5/8/19

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If I could be....

If I could be an actress
I would act in every play
If I could be a Popstar
I would sing just everyday

If I could be an artist
I would paint my dreams with doves
If I could be a baker
I would make my sweets with love

If I could be a doctor ~~I would~~
I would take all your pain away
If I could be a gymnast
I would do cartwheels everyday

If I could be a scientist
I would study all the stars
If I could be an astronaut
I would not go so far.

But I wish to be a dreamer
That's what I want to be
Just let me be myself
Not choose my destiny.

By Maya Nair
3B IB
Navrachna International School
Vadodara.

“CONNECT, EXTEND AND CHALLENGE”

Grade 5 students explored Ancient Civilization under the theme **where we are in Place and time**. Students assimilated the various contributions made by the ancient civilizations by using the Visible Thinking Strategy “**Connect , Extend and Challenge**” and presented their learning in different ways. They connected their knowledge by finding out information from various books and extended their learning by sharing their research findings with the rest of the class. Finally they challenged their own understanding through interesting presentations that included games , models, power point presentation and display of various artefacts and exhibits

Connect



Extend



Challenge



(Grade 5 Homeroom Tutor: Mausumee Banerjee)

THE MISSING UNICORN

Once upon a time there was a unicorn. Her name was Rairycorn. It had long flowing hair in colours of: sea green, hot pink and purple. And his horn was tall and magical. He had pure white skin and her heart was the purest of pure. She lived in the enchanted forest in a little village called magicornia with her other fantasy friends their names were Cloudicorn [a mixture of a cloud and a unicorn] Owlycorn [a mixture of an owl and a unicorn] And uni a normal unicorn. All of them would go on adventures. On one normal day Owlycorn, Rairycorn and Cloudycorn went to Uni's house to invite her to play outside. But when they went to her house she was not there. Owlycorn said "Oh Uni! Please don't scare us. You have to be here." "Everyone quickly look around and find her!" said Rairycorn. They didn't just search her house, they searched the whole village! But they could not find her. Cloudycorn said where could she be? Mwahahaha! said a voice behind them. It was their known enemy... Queen Chrisellis!!!

"Are you Looking for your precious friend, well I know where she is." said Chrisellis. "Where is she?" asked Owlycorn in a strong voice. "I will give you a hint" said Chrisellis. "You go on it up and down and if you put pressure on one of its tiles, a secret fall will open.

Once you are below the secret fall, you will find what you are looking for." "Well that's a long hint" said Cloudycorn rolling her eyes. "Good luck" said Chrisellis. She said using her horn to vanish away. Well what do we do now said Rairycorn. "I might know where to start". said Owlycorn. She said, "you go up and down on stairs and there are many tiles on them. There are stairs in Uni's house!!", says Rairycorn excitedly. "Let us go there and step on each tile" says Cloudycorn. They stepped on each tile several times, but there was no fall. Rairycorn spoke up "Do you think Chrisellis lied to us?" "I don't know" says Rairycorn frowning. Suddenly her face lights up as she says "I got it! It's the magical theater which has hundreds of stairs and Uni did not like it the last time we were there because Chrisellis was there and tried to attack me!!" says Rairycorn in an urgent voice. "Then lets gooo!!" says Cloudycorn rushing out of the door. The others also rushed out of the door. When they got to the theater, they were crossing their fingers so hard you would not imagine. They again climbed up and down the stairs several times but no luck again, then a deep voice said "still no luck!! and I thought you were smart." said Chrisellis stairing at them with an evil grin. What do you want from us? says Rairycorn angrily. "I want power of your entire little village and put every body including you and Uni under a mind control spell and everybody will respect me!! Mwahahaha!!! said Chrisellis and again used her horn and vanished. Everybody stared at each other. "I can not think of any place else with staires" says Owlycorn.

“There is one place we have not checked and that is our houses” said Cloudycorn in a different tone which sounded familiar to Rairycorn. She said, “wait the tone you spoke in sounded familiar to me”. Owlycorn said “we do not have time to identify the tone”. Rairycorn suddenly lights up the opera!!!! “There are millions of stairs there” says Cloudycorn. “C’mon this is our last hope” says Rairycorn.

“You are right”, let us go and save our friend!! They made their way to the opera but they were confused in identifying the correct tile. what do we do now asks Cloudycorn. “we just have to think wisely and think where Chrisellis might have kept her” says Owlycorn. “Way ahead of you”, says Rairycorn confidently. “I used my magic horn and looked at the camera footage and saw that she kept her in the last VIP staircase, so lets gooooo!!! Quick we do not have all day!!” They ran extremely fast, hoping they would find their friend. When they got to the last stair of the VIP section they looked at each other once and stepped on it together.....and whala they were down in the fall. Boooooom came a sound when they fell. “Hey you guys!” says a sweet and gentle voice. “Uni!!” says Rairycorn rubbing her head. Rairycorn looks at Uni with a hopeful smile. “Yaaaaaaaay we are all together” says Cloudycorn breaking the quiet moment. Uni was very happy to have been found and said “how did you find me?” “Well long story we will explain on our way” says Owlycorn. “ By the way how are we going to get out?” asks Cloudycorn “We will just use our horns right?” They finally came out and hugged each other and thereafter lived happily ever after.

THE END

TARA MISRA

3B, IB- NISV August 5, 2019

Fountainhead School believes in the pursuit of excellence and we keep striving to achieve it in various ways across the Primary Years Programme.

We would like to share some exciting and interesting things happening across the PYP at Fountainhead School.

MATHEMATICS IS ENJOYABLE **WHEN IT IS HAND -ON:**

In **Grade 3** to check the prior knowledge of students about multiplication, they were given a few sums which they had to solve according to their understanding. They were free to use any manipulatives they wanted and also any method for solving. Later they had to explain how they have derived the answer. Further, the teacher differentiated learning for the class by dividing them into 4 groups. They created their own 5-digit number using the number ball and wrote its number name, expanded form and found out its preceding and succeeding number.



(Homeroom teacher for Grade 3-Ms .Munria Navsariwala)

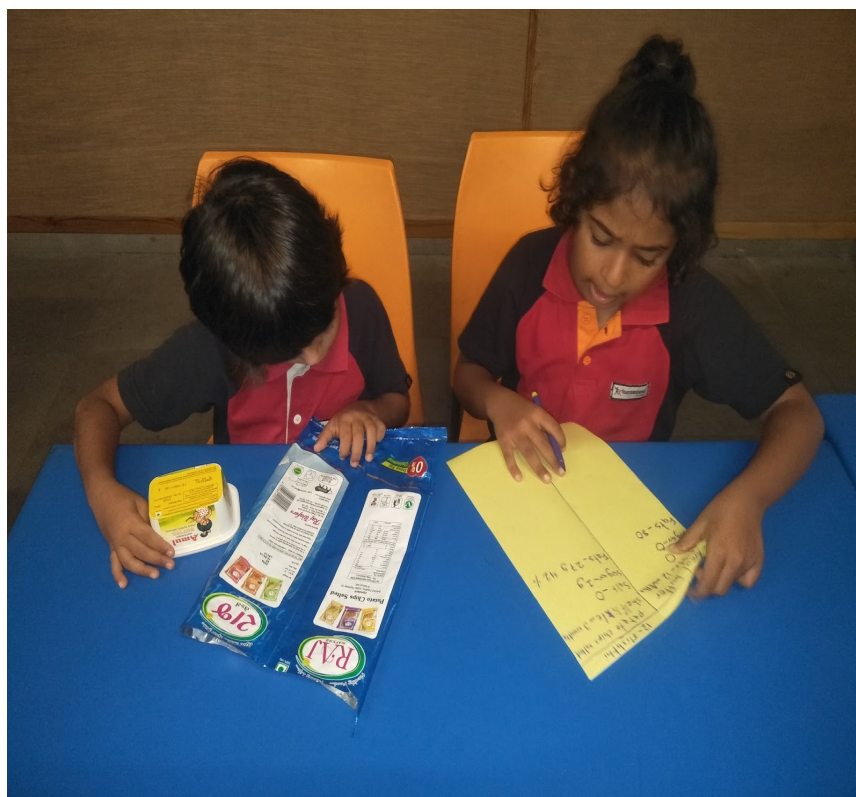
Grade 6 is currently learning about data handling, before building further on the concepts that the students had already learned in earlier grades, their prior knowledge was assessed through learning centres. Students were asked to identify different types of graphs, interpret and analyze the information provided by each graph and think of some real-life examples where such graphs are used. After exploring all centres, students shared their responses and their understanding was consolidated by concluding that each type of graph has its own features and is used for different purposes.



(Homeroom teacher for Grade 6-Ms. Ruby Agrawal)

UNITS OF INQUIRY ARE ALWAYS ENGROSSING

Students of **Grade-2** are reflecting upon Healthy Lifestyle by inquiring about a balanced diet, exercise, rest, hygiene and recreation. Further, they explored more about the nutrients by comparing shelf life, fats, salt and sugar content in packaged food items by reading the food labels, which helped them to make an informed choice. They inquired more about the importance of nutrients by attending a talk on Healthy Lifestyle by a gym trainer. Stories played a vital role in helping them understand more about being healthy.



(Homeroom teacher for Grade 2-Ms.Sonam Bhojwani)

Grade-4 Students deepened their understanding of the unit 'Exploration' by exploring various centres. Each centre had various resources related to tools of exploration, types of explorers, timelines, etc. Students explored the centre, researched further and wrote their reflection by using a few thinking routines. The exploration came to life when students started moving about and exploring the centres.



(Homeroom teacher for Grade 4-Ms.Nami Doshi)



Language classes can be captivating

Our **Grade 5** students learned language through integration with the unit on arts, students understood how poetry is also a form of art. They delved into poetry comprehension to further understand that the poet has a purpose or message to convey to the audience. In order to enhance poetry comprehension skills, hyperbole- an interesting figure of speech was also introduced to the learners and they were encouraged to use hyperboles in their writing pieces.

(Team leader for Grade 5-Ms.Dipti Singhal)

Language is an essential aspect of the curriculum. Especially, the curriculum helps students enhance their oral and aural skills in **Grade 1**. 'Do and understand' stories, a collection of short stories, are a part of oral and aural curriculum which helps them build on their receptive (listening) and productive (speaking) skills.

These stories are enacted by the teachers and the opportunities are given to students by using various strategies. Various activities conducted for the 'Do and Understand' stories add value to their comprehension skills. Students really enjoy enacting the 'Do and Understand' stories.

(Team leader for Grade 1-Ms.Evelyn Jones)

*Compiled by: Ms.Mariyam Baxamusa
(Acting Chair for PYP Guj Net -2019-Fountainhead School Surat)*

AHMEDABAD INTERNATIONAL SCHOOL

'Every moment in our lives is a miracle we should enjoy and learn as much as possible', and our learners are inspired to learn from every learning experience. When given a platform, there is no turning back for them and they enjoy every bit of their learning. Following are few glimpses of these few learning experiences from the school setup:

Young explorers of **Grade 2**, tuned into the TD theme 'Who we are' to explore more about how to build on their personal, physical, mental, social and spiritual health. Starting from scaffolding and unjumbling the words of central idea learners enjoyed tuning into this theme with great zeal and enthusiasm.

From the range of flashcards related to lifestyle, learners selected and justified their selection to arrive and come up with the term 'Choice'. Learners enjoyed sharing their opinions through the 'Four corner debate' wherein they were challenged and were asked to voice about 'Chocolates can be eaten everyday' and 'We can share our personal belongings as long as we don't fall sick' etc. The opinions shared brought in fresh perspectives like nuts and milk makes chocolate a healthy product, belongings can't be shared as germs are passed on etc.



Further, a lot of brainstorming, sharing out sessions, musical mocktail, mind mapping helped build on their learning about the unit. The most engaging moment for the learners was visiting the food truck where they observed and acquired knowledge about different food groups and made connections with their meals.

Yoga, meditation, exercise helped them gain knowledge about balancing their state of mind and continuous reflection helped them reflect on their own meals and lifestyle. Making of self-portrait showing the effect of having healthy and junk food in the same face helped them relate well with the concept of causation.

In an age of idealizing superheroes, these young learners were overwhelmed to do a case study on celebrities like Narendra Modi, Shilpa Shetty, Ranbir Kapoor, Akshay Kumar etc.



The science experiment with hand wash and glitter helped them understand how germs spread easily through touch.

They culminated their enduring understanding through sharing their viewpoints using De Bono's Thinking hats and it is amazing how they have made changes in their lifestyle and have oriented their parents too.

Ms. Rajshree Bakshi

GRADE 4 INQUIRES INTO LIFECYCLES

Under the transdisciplinary theme, 'Sharing the planet', to understand the process of change, the learners inquired into the adaptation features of different types of plants and animals as well as their life cycles. They started the inquiry by observing pictures and finding about the different types of habitats. This led them to explore the features of different habitats in terms of the climate, rainfall, plants and animals found there.

Through this engagement, they could analyze the adaptation features of plants and animals found there. They were able to make connections between the environment and living species found there. To understand the changes during a lifetime, the learners explored the developmental stages of different types of animals (egg-laying) and plants and their role in the growth and reproduction of the species. They enjoyed learning about the features at each stage.



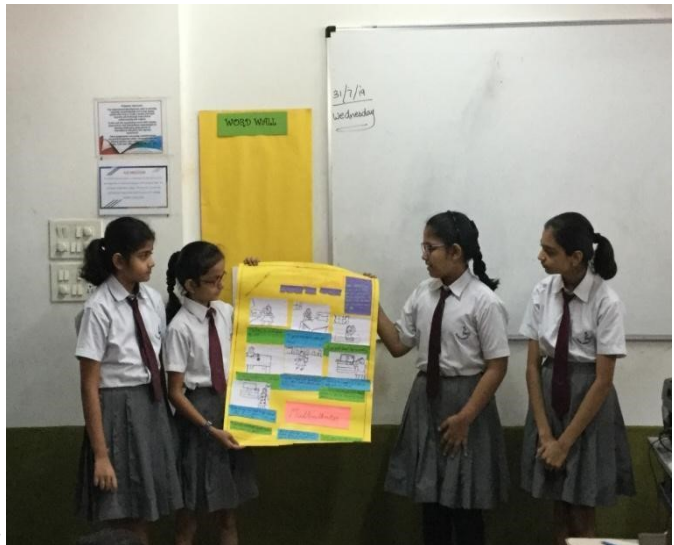
For the third line of inquiry, they viewed several pictures and videos to acquire knowledge of environmental changes. They discovered that the changes are not only natural but also man-made. This sensitized them towards the need to protect the environment in their own little ways. At the end of the unit, they came to the conclusion that change in the living things is necessary for their survival otherwise they may become endangered or extinct.

Ms. Sheryl Shah

GRADE 6 INQUIRES INTO MULTICULTURALISM

During the unit 'Who we are' the learners of grade 6 PYP displayed their understanding of the big idea 'Multiculturalism'. The learners showed a great deal of interest in learning about new cultures and how they can bring a change in society. While tuning into the unit the learners started with a Gallery walk which enhanced their 'Thinking skills' and made them understand what each quote meant. The learners were eager and wanted to learn more about different cultures and how their culture is different.

Going further into the unit the learners, integrating with the other subjects conducted a 'Professor talk' in which they as a group were given a topic and then had to present the same and explain it to the class. The learners did the engagement exceptionally well and took initiative for their work. The learners voiced their choice in the 'Explanation game' and displayed their perspective on the Newspaper articles given to them. The learners developed a sense of care and became open-minded during the unit.



By the end of the unit, the learners gained knowledge about various cultures and were excited to end it with their creative summative tasks. The learners enriched their research skills and became risk-takers in exploring new areas and gained knowledge about various cultures and how the world is one big family. The unit was conducted well and the learners were able to connect and understand.

Ms. Zeba Soniwala

GRADE 7 SKIM AND SCAN THROUGH A TEXT

Learners learn how to skim and scan through text, making meaning of new text, words, and vocabulary. Discussions and debates address analytical questions which help take their inquiries forward.



Meet the boy who talked to strangers



His father told him a big no.

No cakes, burgers or fries,

He wonders why this sacrifice.

Soon he left home in anger,

There was a boy named Meet
All he wanted was to eat.
Also he loved to talk,
To anyone he saw on walk
One day he ate burgers so many,
That he had to be carried by his nanny.
After his father got to know,



On the street he met a stranger.
The stranger gave him a treat,
Then he started walking on the street.
Then he started feeling dizzy,
This was for the stranger very easy.
He was put into a sack,
That the stranger carried on his back.
He was locked and felt sad,
and thought that so right was his dad.
For the rescue came the police,
And finally he was at ease.
Came back home hugged his dad,
and promised not to make him sad.

CALORX OLIVE INTERNATIONAL SCHOOL

Circle Time helps develop positive relationships between children. It aims to give them, tools to engage with and listen to each other.

Circle time is one of the things young children look forward to school.

The whole class takes part in the activity at the same time, usually led by students and they take turns in leading circle games.

The circle encourages unity, self-confidence, problem-solving, respect, turn-taking, co-operation and working together towards a shared vision.



(PYP Home Room Teachers)

PYP 1 - Patterns

As it is truly said by Paul Lockhart

“Doing Mathematics should always mean finding patterns and crafting beautiful and meaningful explanations”.

Our Grade 1 students followed the same by doing pattern activity with the help of the traditional method. They learned repeated and growing patterns with the help of ‘Rangoli’. They enjoyed a lot, creating their own style of patterns with it. With this, they also exhibited self-management and thinking skills.



(Home Room Teacher - Ms. Shraddha Mehta)

PYP 2- EVOLUTION OF CLOCKS

In Ancient Greece, they used a **water clock** to time short events. The students of PYP 2 attempted and made a water clock according to their understanding. It was a 2-hour long activity, but they were able to make it in the end.



(Home Room Teacher- Ms. Reena Modh)

PYP 3 – WATER CONSERVATION

The students went for a survey asking about the usage of water to different people in the school, and if they had sufficient quantity of water. They then made a bar graph showing the data of the usage.

The students watched different videos relating to water and wrote a reflection on what they learned.

Students wrote a paragraph on how to use less water and not to use chemical products that contaminate water.

A discussion then came up about what happens to water after being used by us. They wrote their thoughts and researched about it. They used a table mat – graphic organizer to put their thoughts down.



They saw a video on rainwater conservation which can be done in any society.

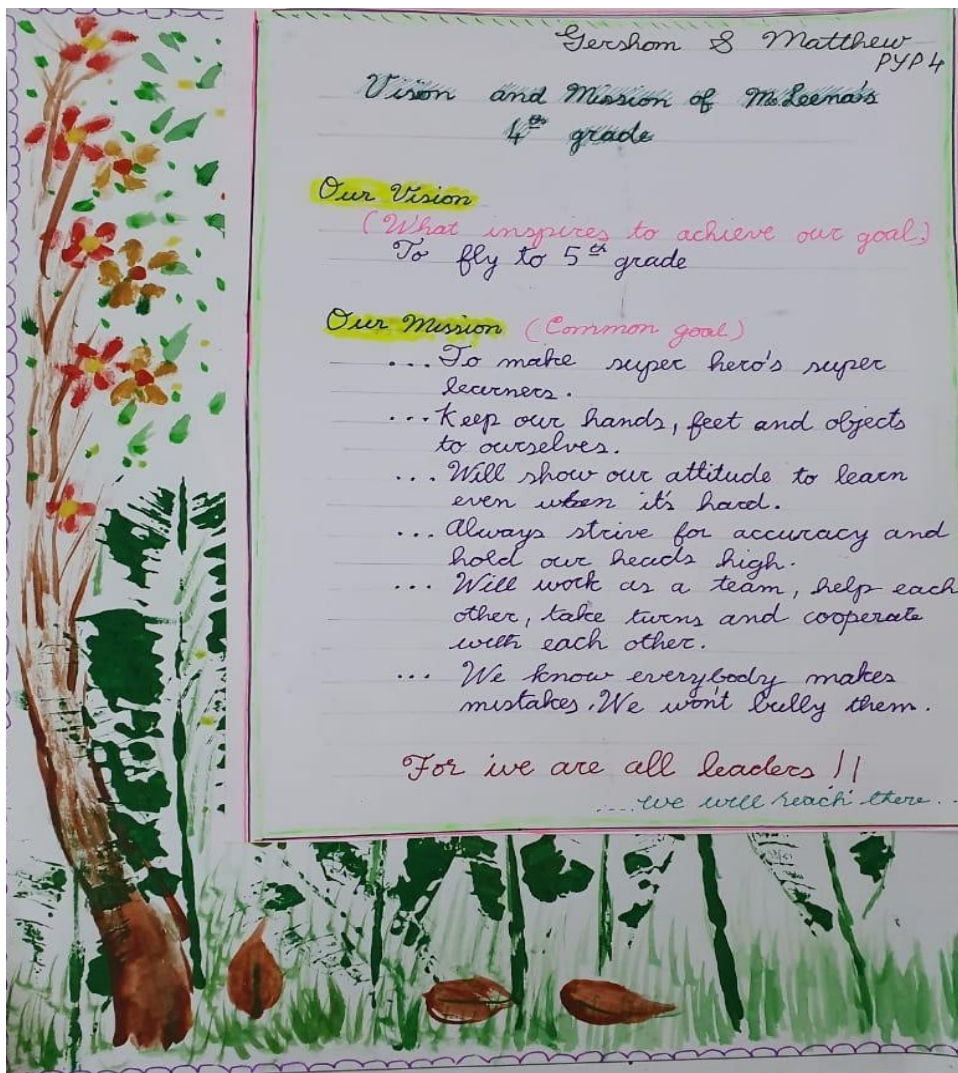
They thought about checking the leaking taps and checked the washrooms in the school. They vowed to save water at home and anywhere they saw. They wrote a summative assessment showcasing their understanding about conserving water.

(Home Room Teacher- Ms. Trupti Kamdar)

PYP 4 - WORKPLACE

Under the theme, How We Organize Ourselves students understood how humans create systems to solve problems to support human endeavour and enterprise. The importance of a Mission and Vision statement was explored through various activities.

Gershom Matthew showcased his understanding by writing Goals for PYP-4. This work piece indicates how important **Mission and Vision statements** are, to help communicate the goals. He put his thoughts into words by focusing on the priorities he needs to achieve.

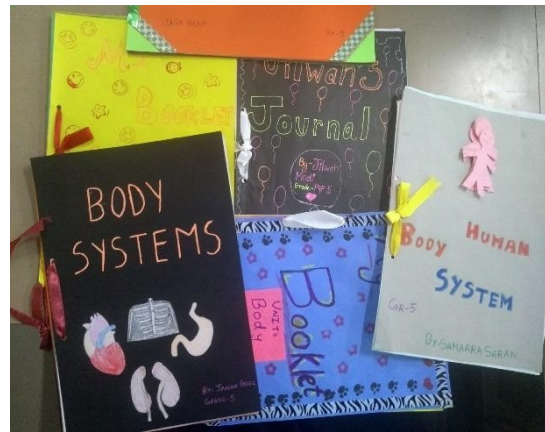


(Home Room Teacher - Ms. Leena Kamath)

PYP 5 – BODY SYSTEM

Under the Theme- **Who We Are**, Grade 5 students were able to demonstrate their understanding of the central idea *'The effective interconnections between Human body systems contribute to health and hygiene'* by creating a booklet on *'Human Body Systems'* and later presenting to their peers and teachers

- How the human body functions?
- What systems make up the human body?
- How each human body system functions? And why their unique functions are important to survival?
- How to take care of each human body system (what to eat, how to protect, how to care for, etc.)
- How do you know if something is affecting the health of one of the human body systems?
- What shapes are found in the human body?



(Home Room Teacher- Ms. Divya Nathwani)

CLUBS

There was a time when good grades meant everything. It was enough to get you into college or university, enough to get you a good job. However good grades alone do not mean your life is set for great success.

There are more skills you can aim to have which are beyond the classroom. It is important to appreciate the contribution of the skills set a learner can obtain from being part of a club at school. Clubs can offer important life skills that a learner can use for the rest of his or her life.

Participating in these club activities, students gain communication skills, leadership skills, teamwork, networking etc.

There are so many ways that clubs can help build a learner into a well-equipped citizen contributing significantly to the production of a nation. At least be part of one club is our guideline.

Types of clubs that are introduced in school are: -

Nature Club



Crafty Ideas Club



Story Telling Club



Non Fire Cooking



Lego Club



General Knowledge Club



Mini Science Club

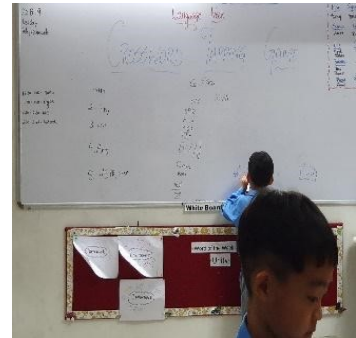


(PYP TEAM)

ENGLISH LANGUAGE WEEK

The use of the English Language is very important among students. It is an opportunity for them to enhance their speaking, reading, writing and listening skills which are the five important skills that need to be mastered. Therefore, students must not only practice it during school hours but also in every conversation regardless of place and time.

Crossword Tapping Game



DEBATE SESSION - School uniform should be there or not



AGENCY IN ACTION

PYP 2 – Cultural Day Celebration

Under the transdisciplinary theme ‘**Who We Are**’ students of **Grade 2** had their **Cultural Day celebration**. They took the ownership of organising an assembly wherein they dressed up, danced, sang and spoke in their language about their own culture.



Then, they even danced and sang ‘Unity’ song, to express their understanding of ‘Unity and Diversity’. This song showed the importance of us helping and supporting each other in adverse circumstances. Staying united is the key to building strong relationships and a strong society.



Later, students had the **Cultural Day exhibition**, wherein they showcased their understanding on ‘My Culture’.



(Home Room Teachers- Ms. Reena Modh, Ms. Prisha Navani)

