



PRISM

IBPYP Grade 4

Message from the Principal's Desk

Dear Parents,
Greetings!

Welcome to a new academic year and a journey of learning, which rests on our vision of unlocking every student's potential and creating future ready happy leaders! Our philosophy reflected in the Happy Minds' Model prepares and guides each one in their pursuit of happiness and thus ensures that we are a school of joy that sculpts happy minds!

In this edition of the newsletter, I share with you a story that reflects our core value- respect! 'Respect' at The Gaudium is best described in these 2 words- admiration and regard! The story I share today will help us reflect on these words!



In a village there once lived a boy, John, who was athletic and looked forward to participating in sports. For him winning was very important. One day he participated in a running competition, where he competed against two young boys and won the race. The crowd cheered and clapped for him. The boy was very happy and excited. The next race was announced, and he ran to give his name for that event too. Again, John won the race and was cheered for his victory.

An old man was watching John and his excitement closely. He walked up to him and asked him to race against two other people who were elder to him and win. John was ready, but when he reached the starting line, he was shocked to see a blind man and an old lady standing there. He was overconfident and ran the fastest to complete the race. He won but this time the crowd did not cheer him or clap for him. John was surprised and asked the old man why had the crowd not cheered him this time. The old man spoke softly and asked him to complete the race with his competitors. John walked back to the starting line, took their hands and walked to the finish line. The crowd stood up and clapped for John.

Being respected teaches us how to be respectful toward others. We must accept people for who they are, even when they're different from us or don't agree with us. Respect builds feelings of trust, safety, and wellbeing. We look forward to a great academic year ahead, building partnerships, strengthening bonds and ensuring that our core values are instilled in every student to make right choices and be responsible for their action/s.

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,
Greetings!

The new academic year has started and this year we look forward to take our Happy Mind's Model forward and inculcate the school's mission and vision.

Our young learners have started setting their goals for the academic year. We have already completed our first unit of inquiry and are heading towards the path of learning. The students have framed the essential agreements and they are in the process of reading the policies. The teachers are building bonds with the students and helping them learn using various tools and strategies.

As a part of evaluation, the teachers have been divided into groups- Purpose, Learning, Culture and Environment.



They have been collecting evidence for the standards and practices. We are in the process of reading the self-study questionnaire. The parents have been an active participant and are attending the sessions to understand the programme better.

We look forward to having a great academic year.

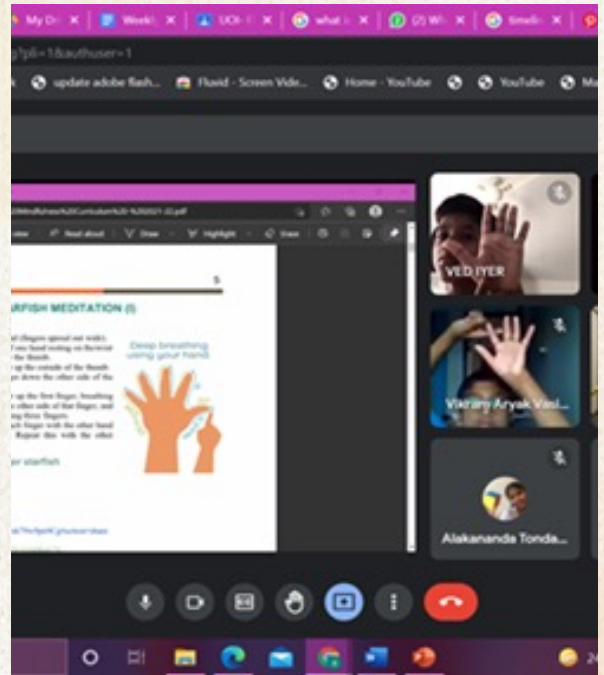
Trishna Sharma
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. As a part of the mindfulness activity.

The students practiced Five-Finger Starfish Meditation, a hissing breath where they involved their family members.



As a part of well-being, the school counselors are conducting regular sessions on various themes. This month's theme was 'Gratitude'. The students made their "Gratitude Jar" where they collected what they are grateful for.

It helps us to remember the people and the things that make us happy.



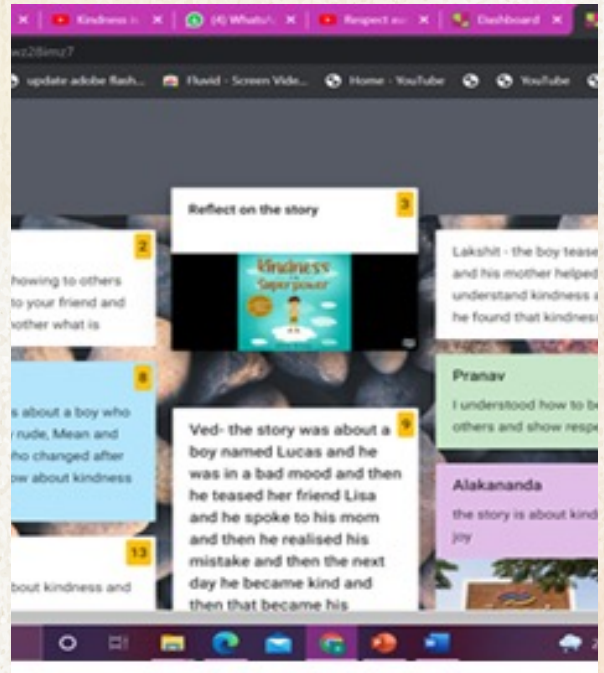
School Philosophy- 5 Developmental Pillars

Core values

As a part of core values the teachers and students have been discussing 'Respect'.

They discussed the meaning of Respect by reading books/stories related to it. They also shared real-life examples of where they have displayed the core value- Respect.

The students also shared their views about the core value during the assembly.



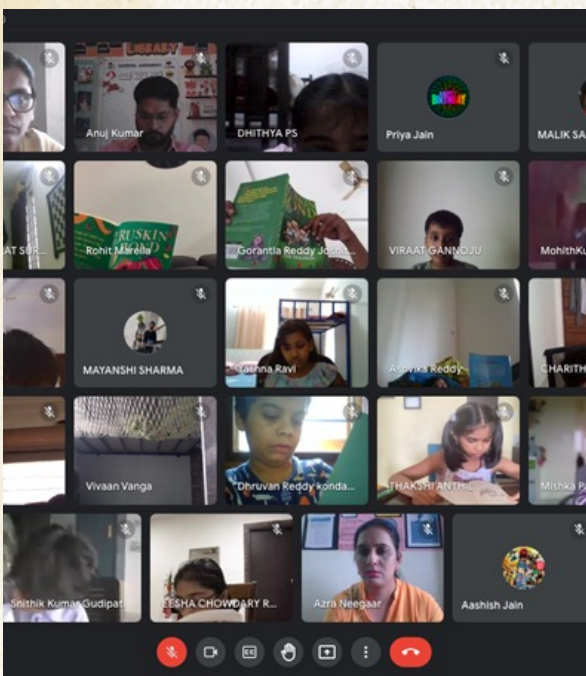
Holistic Excellence

As a part of holistic excellence, the students continued reading books online.

Students thoroughly enjoyed listening to the stories and shared their reflections as well.

The DEAR time helped them enhance their reading skills and provide opportunities for language enrichment experiences.

The students also started reading their novel "Mohenjodaro".

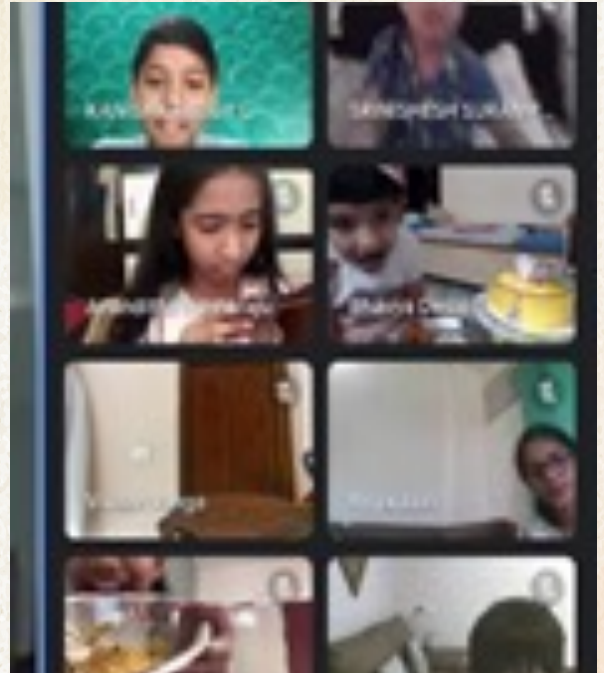


School Philosophy- 5 Developmental Pillars

Stakeholder engagement

The students had their “bonding over breakfast” to build strong bonds with their teachers and friends.

As a part of the evaluation, parents had their informative sessions to know more about the programme. These sessions helped the stakeholders to come together and take an active part in the learning process.



Teachers collaborated and continued to work in their respective groups according to the 4 categories- Environment, Learning, Culture, and Purpose to analyze each practice and continued to collect the evidence.

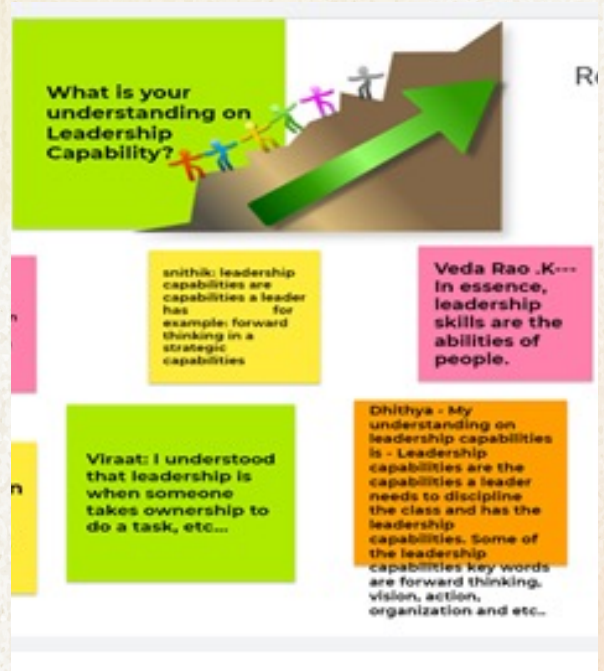
All the PYP teachers, PLT members were introduced to the parents in the parent orientation.



School Philosophy- 5 Developmental Pillars

Global Leadership

As a part of the Global Leadership, the students of grades PP2 -5 started their weekly assembly. The students got an opportunity to present their learning confidently in front of the learning community.



The students participated in the process of a student council where they listened to the contestants and chose their house prefect by casting their votes.



Professional Development

Teacher induction sessions: Teachers experienced thoroughly enriching virtual professional development sessions for first two weeks. These sessions created a platform for teachers to gain insight into the school vision, mission, philosophy and 5 developmental pillars which is a part of The Gaudium happy minds model. Different sessions conducted by the teachers on Agency, Inquiry, Assessment, collaboration, Approaches to learning, Attributes of Learner Profile and International mindedness etc, gave an insight of the Primary years program to the team members.

It is the experience of thoughts not remaining on a single topic for a long period of time, particularly when people are engaged in an attention-demanding task. It tends to occur during tasks that do not require sustained attention. The contents of mind wandering are often referred to as absent-mindedness or intrusive thoughts. She shared some strategies with the teachers to use in their class rooms - like take a short break, meditate and focus on one task at time to manage mind wandering.

Session by the inclusion department on Mind wandering: Ms. Jaswandi Sahasrabudhe, School Counselor, conducted a session on Mind wandering.

Professional Development

Reading sessions:

Teachers read about the different topic "The learner profile – The IB mission statement in action" from IB publications. The learner in their respective groups and shared their views. They further discussed how they can implement in their learning and teaching followed by their reflections.

Evaluation self-study:

We continued the evaluation self-study process by revisiting "self-study questionnaire" and "Guide to evaluation". We collaborated and shared our ideas on how to collect and analyse the evidences in different ways. We chose "Approaches to teaching" as our programme development.

Parent informative sessions:

We conducted three informative sessions as a process of evaluation to bring awareness among stakeholders about the IB Programme standards and practices in the context of purpose, culture, learning and environment.

Parent orientation:

We conducted the parent orientation session on the virtual platform. We shared our school vision and mission, school philosophy, programme specific curriculum details and updates on policies as well as communication pathways with the stakeholders.

Learning and Teaching- This Month

Unit of Inquiry:

Students co-constructed their essential agreements and shared their language portrait. They also started setting their goals.

The students inquired about different civilizations under the theme 'Where we are in place and time'.

They looked at few pictures, observed it and shared their understanding on jam board. They found the meaning of the terms civilization, society, relationship, validation etc. They identified the characteristics of civilization followed by co-constructing a common definition using the vocabulary.

Proceeding ahead, students identified the major civilizations that existed in the past. Implementing Agency, students chose the civilizations that they would like to inquire upon and researched about the same by reading the handouts given. They also looked into 'when' and 'where' these civilizations took place, and made connections to map pointing.

They learned about the 5 important elements of map and its purpose. The students compared the 4 major river valley civilizations using graphic organizers.

The students came up with the words 'Society' and 'Community' and listed down the similarities and differences between the two. They also researched about the characteristics of a society and compared the current society with one of the ancient civilizations.

The students came up with the word 'Evidence' while discussing about the how they would know about a particular civilization. They inquired into the process of collecting, analyzing and validating evidences by the archeologists.

Learning and Teaching- This Month

Transdisciplinary Language:

The students made transdisciplinary connections to descriptive writing. In this process, students identified the adjectives and practiced it through various learning engagements.

Further, they were able to identify the characteristics of individual and connected it to the social, intellectual, physical and emotional characteristics. They applied their learning in writing passages and were able to describe the characters of their choice.

The students made connection to perfect and perfect continuous tenses while discussing about when and where civilization took place. They were introduced to paragraph and essay writings, while discussing about society, community and ancient civilizations, which enabled the students to tell about their ideas and feelings.

Transdisciplinary Math:

TD Math: During the inquiry, students made connections to timeline, and made their own timeline. They further inquired about maps, and listed the elements of map. Students distinguished the physical and geographical characteristics of map.

Students further explored the characteristics of numbers and identified them to be natural, whole, prime and composite numbers. To further enhance their learning and understanding, students were provided with handouts to refer to the same. They further made connections with divisibility rules of various numbers.

Learning and Teaching- This Month

French:

Students, revisited the concepts covered earlier. Further, they were watched a video on "How to introduce yourself in French."

The video helped the students enhance their language skills focusing on all four aspects of language learning-- listening, speaking, reading and writing.

Spanish:

Students practiced few Spanish words like -teacher, yes, no, let's begin, etc.

They explored the greeting vocabulary. They practiced alphabets - A, B, C and Ch and words.

Hindi

Students read different poems and stories and identified the difference between the two.

Students listened to a story "Mitthu" and shared their understanding. They came up with a story and they discussed it's elements. They further selected an element and changed it to create their own story.

Telugu

Students observed the main features of a story and a poem. They listed the elements of a story and discussed its importance.

They listed new vocabulary from the stories read and found its meaning. They also worked on antonyms.

Learning and Teaching- This Month

PE:

The students inquired about athletics. They found the meaning of the term athlete and athletics.

They concluded that running race is a part of athletics, and a person who is proficient in any sports is called an athlete. They found about different track and field events, the purpose of track, and activities that happen on it.

They demonstrated the attributes of the learner profile thinkers through a range of engagement and they developed communication skills (exchanging information) while sharing their learning and perspectives.

Art:

Students discussed about two artworks -cave art and modern art. They compared the artworks and looked at the elements- color, lines, shapes and other features of art.

They used observation and created an artwork on the present situation. They also focused on the elements of art while creating an art work.

Dance:

The students explored the Aero Jazz Dance. Through this dance form the students focused on their stamina building, flexibility, muscle stretch and trance movement such as low medium and fast step change, forward backward, twist jump, hand waist and body coordination.

Learning and Teaching- This Month

25/06/2021
Grade4G

1

CIRCLE TIME

What can I, as your teacher, do to help you this year?

2

You can help me to improve sentence formation and paragraph writing:
Dhruvan

Double digit and triple digit multiplication:
Siddharth

I think I want a bit help in math because I am not so good in math and in english like paragraph and passages: Haasya

I need my teachers help in making me focused and good at learning: Shritan

Help us if we don't understand a question:
Kanishk

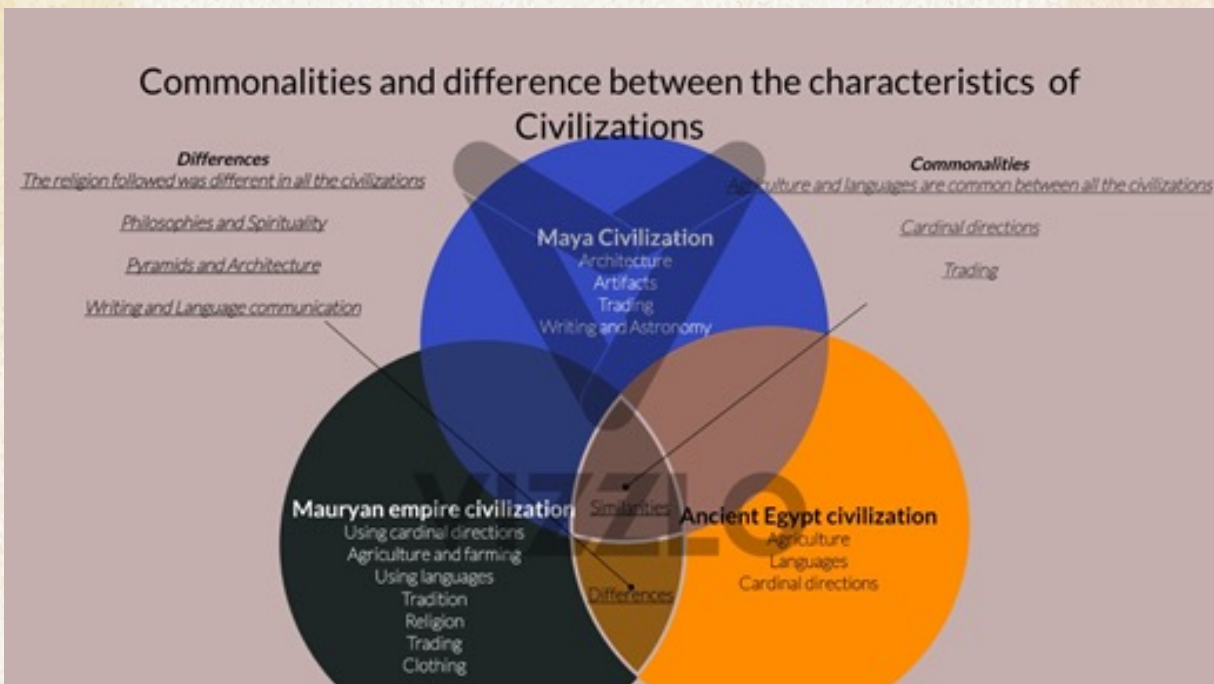
I want to be a gem in reflecting what i have learned:
Shritan

Help in root words:
Priya

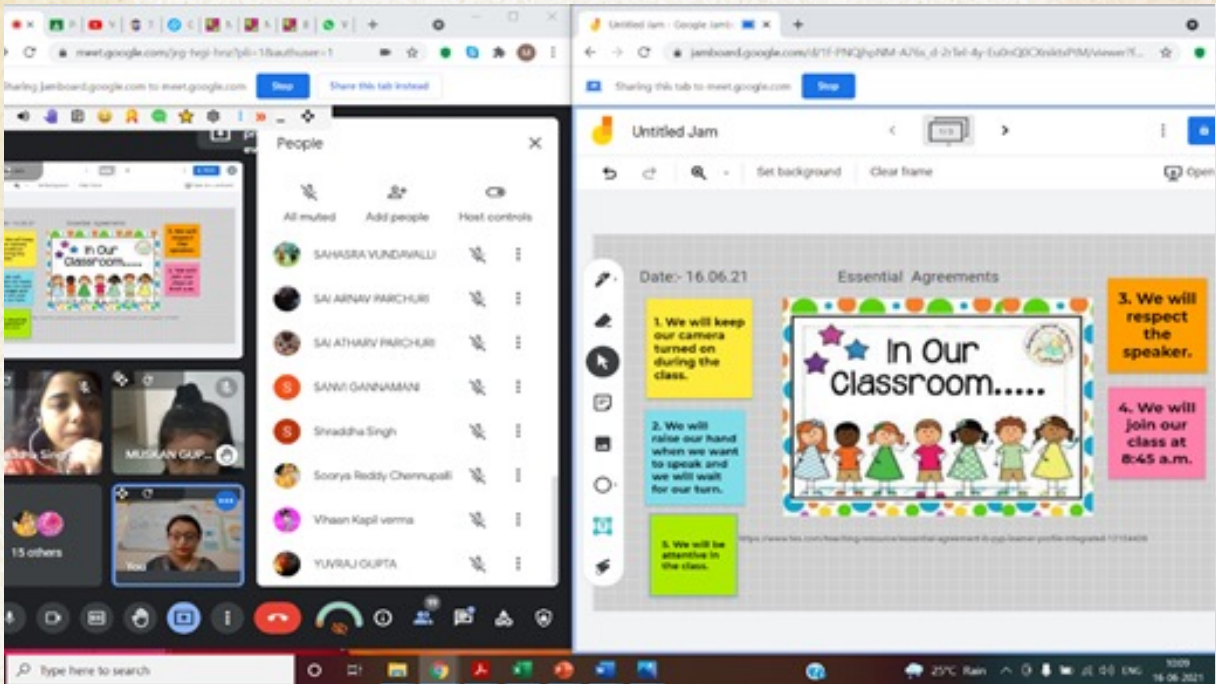
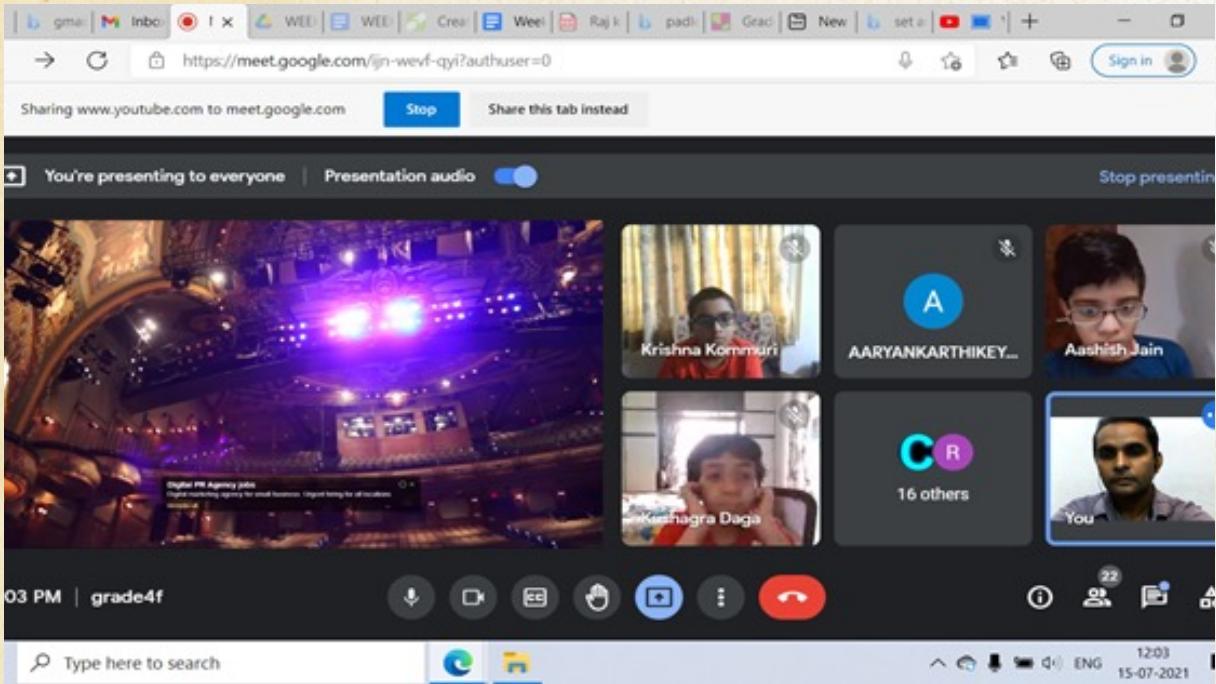
I need help with division: Srinishesh, Aniksha, Mishka, Bhavya, Charith, Shlok

Practise more mindfulness and circle time: Mishka, Vivaan



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme: How the world works

Central Idea: Energy is converted, transformed and sustained to support human progress.

Lines of Inquiry:

Energy and its uses
Transformation of energy
Sustainable energy practices

Key Concepts: Change, Function, Responsibility

Related Concepts:
Conservation, Transformation

IB Learner profile: Thinkers, Caring, Risk-Takers

Unit of Inquiry:

Students will co-construct the final assessment task and the tools for their current unit. They will be starting the new unit of inquiry under the Transdisciplinary Theme 'How the world works'.

They will find the meaning of the terms energy, sustainability, transformation etc.

They will list the various forms of energy and conduct research on its uses. They will look at how the forms of energy are transformed from one form to another.

They will read books, watch videos, have discussions to find the sustainable energy practices.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will make connections to summary writing, direct-indirect speech and note making.

They will also look at the concept of report and find out the meaning of the same. They will find the similarities and differences between various reports.

Transdisciplinary Math:

Students will continue to solve problems using unitary method.

While inquiring about energy and types of energy, students will make connection to the units of measurement and inquire about how energy is measured. They will look at the units used to measure energy.

They will inquire about fractions, percentage, timeline and time.

French:

In the month ahead, students will be introduced to more difficult words to help them strengthen their language skills.

Hindi:

Students will read Bal-kahani . They will review the different types of stories they have read and find the similarities and differences.

Telugu: In the month of August the students will find the difference between poetry and story. While looking at poems they will list the rhyming words. They will also identify the different types of nouns.

They will continue to list new words, find its meaning and frame sentences.

Spanish :

Students will learn about basic introduction in Spanish like saying the name, age, likes and dislikes, etc. They will practice numbers from 1-10, family members, colors and alphabets D, E, and F.

Learning and Teaching- Month Ahead

PE:

In the month of August, students will continue to inquire about different types of running races. They will find the ways of starting a short distance race, the use of starting blocks, and the skill required for the short distance race.

Drama:

In the month of August, the students will be introduced to 'Dialogue in Theatre'. They will inquire about dialogue and participate in various drama exercises to practice the same. They will also watch and listen to audio and video clips and work in groups.

Art:

Students will look at pictures of folk art from India and around the world- China, Europe, etc.

They will list down the similarities and differences between any 3- 4 folk art forms. They will describe the word-folk- where have they heard this word before? How is it connected to them?

They will share an folk art that they engaged with in the past and will use it to show any of their real life experience.

Dance:

The students will continue exploring the Aero Jazz Dance. They will learn various movements and also explore the elements of dance.

Happenings Month Ahead

Independence Day- 15th August

National Sports Day- 27th August

Our website:

<https://www.thegaudium.com/>

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

Learning blogs:

<https://www.thegaudium.com/the-learning-blogs/>

Facebook : For daily updates please like the page.

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