



PRISM

Grade 4

Message from the Principal's Desk

Dear Parents,

Greetings!

Leadership capabilities range from intellectual and interpersonal skills to the conceptual and creative – required in today's environment. Effective leaders are aware of the happenings in this chaotic world. They realize the new and better methods and at the same time integrate it into a cohesive framework that helps others understand the next step forward.

Leaders are not just about decision making and strategy, they are the ones who take risk, go against the grain, often driven by a higher cause, a deep care for others or a complete conviction that they are acting for the greater good.

In this edition of the newsletter I share with you an interesting and a valuable leadership story and lesson!



There was a beautiful kingdom, which was ruled by a prince who took over the Kingdom after his father's death. After few months of ruling, things started testing him.

The drought caused losses for the farmers, many animals, birds, and precious plants in the forest were lost. This was followed by an unknown disease which affected many people. After few months, things started slowly improving before they could recover completely, an enemy king took over the kingdom.

The young king somehow managed to escape and planned to meet his childhood friend who was the king of a neighboring kingdom.

On his way, he was thinking about how all these things could have happened to him. He was born to be a king of the most powerful and richest Kingdom, but now he lost everything. He believed that he had bad luck because nothing has happened to his father or any other king he knew.

When the Young king reached his friend's palace, the guards did not allow him, because of his dirty looks and clothes and he tried many times and all failed. He took a job so that he can buy some clothes. After some days with new clothes, he was allowed to meet his friend.

He explained all the things that happened to him to his friend. After hearing his story, his friend king ordered his people to give him a herd of 100 sheep. The young king was surprised as he was expecting much more than this. He doesn't want to be a shepherd. But he has nothing else, so he took his friend's offer.

After a few days, while he was grazing his herd, a group of wolves attacked his herd and killed all. While the wolves were attacking, the king ran away from that place. Then he again went to his friend and asked for help. This time he gave 50 Sheep. But once again he failed to protect his herd from the wolves. The 3rd time, he was given just 25 sheep. This time young king decided that, if I don't protect my herd from these wolves, he will not get any more help from his friend. So, he studied his place completely and understood the wolves' attacking areas. He added additional fences and guards all around. He continued to monitor the places and talked to all people and kept on learning the tricks of maintaining the herd.

After a few years, his herd has grown into 1000 Sheep.

With so much joy he met his friend and shared his achievement. After hearing him, the friend ordered his ministers to give him a whole state to rule over. Hearing this, he asked his friend "Why you didn't give me the state to rule when I first came to you for help?"

The friend king replied, "First time when you came to me for help, your mindset was like you were born to be a leader, but the truth was you are far from it. You needed to learn to lead your people. So, when I gave you the herd, I was waiting for you to learn, how to manage and lead others. Now I believe you are ready to lead others!"

(Source-<https://winnersstory.com/short-stories-leadership-1/>- adaptation)

Holding a position doesn't make you a leader. Knowing your people better, winning hearts and minds, achieving dreams and goals are important. Leaders handle situations for a better outcome- they make a difference.

Let each one of us ensure that we are leaders, who are ready to make a difference and provide our students opportunities to build their leadership capabilities as well.

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

As we continue our journey this academic year, we aim at nurturing self-efficacy and agency amongst our students. Our teachers and students continue to be a partner in the learning process. The students continue to set goals for their learning, co-construct success criteria, assessment tool and tasks along with their teachers. They have started making connections with attributes of Learner Profile and Approaches to Learning.

As a part of the evaluation our teachers have been divided into 4 groups according to the 4 categories- Environment, Learning, Purpose and Culture.



They have been working in their respective groups and actively collecting evidences and analysing it. We are in the process of reading the self-study questionnaire.

Our parents have been a part of the informative sessions and have been attending it to understand the programme better.

They had sessions for understanding Policies, Assessments in PYP, Design Thinking and Inquiry. We also conducted sessions for our administrative department on policies and alignment of IB mission and school mission.

All our teachers have been registered for an online IB workshop. They will attend the workshop from 1st to 29th of September.

To improve our well-being, keep ourselves calm and healthy our P.E department has taken an initiative and started the programme "Start your day with Yoga". The students, teachers and parents have started joining us in the morning to practice Yoga asanas.

We value your cooperation, support and trust. Looking forward to have a great year ahead.

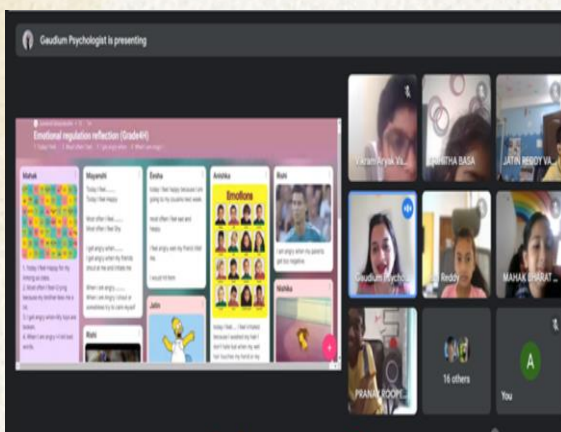
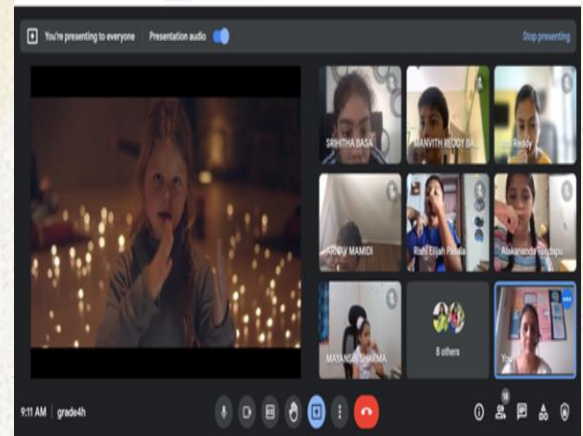
Trishna Sharma

PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been involved in various mindfulness activities like in-breath out-breath, Bunny breathing, sense countdown, awareness of feelings and emotions, mindful walking, and many more.



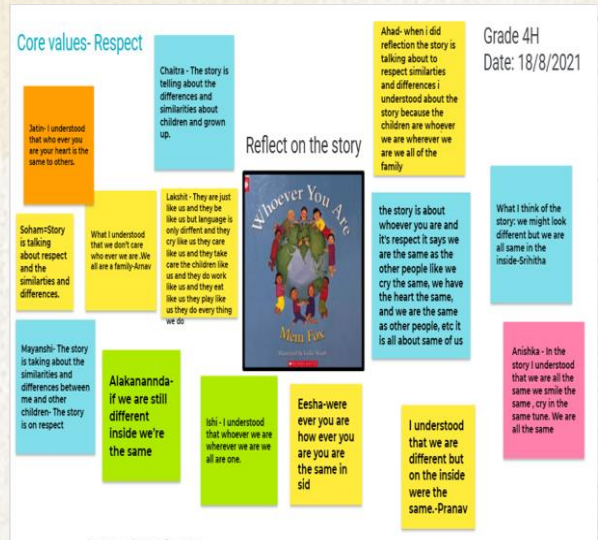
As part of the student well-being program, the student counselor has been taking group sessions on the theme of Emotional regulations. During the session, the counselor introduced basic human emotions and ways to express these emotions. The focus was given more on the emotion 'Anger'. The session also focused on understanding the anger triggers and ways to manage our anger.

School Philosophy- 5 Developmental Pillars

Core values

As a part of core-value, students have been discussing 'Respect'. They shared their reflections on how they can show respect towards their parents, teachers, friends, animals, and the environment.

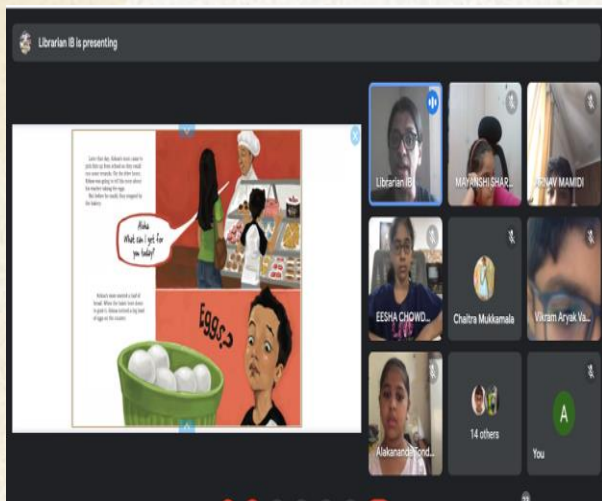
They have been exploring many books on respect. Students also shared about the core value during school assemblies.



Holistic Excellence

As part of Holistic excellence, students continued reading books online and offline.

DEAR time was conducted for the students which helped them understand the importance of reading. It also helped students develop a love for reading.

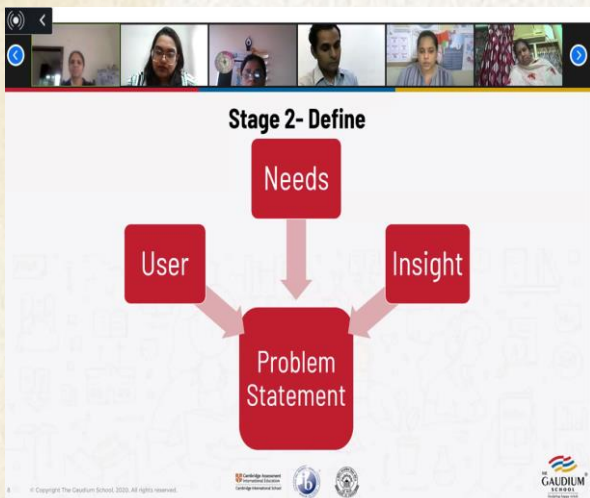


School Philosophy- 5 Developmental Pillars

Stakeholder engagement

Students had the bonding over breakfast to enhance their bond with their teachers and classmates.

Teachers collaborated and continued to work in their respective groups. They are in process of collecting the evidence for each Standard and Practice.



Teachers and parents are attending informative sessions that are designed primarily to understand the elements of the programme.

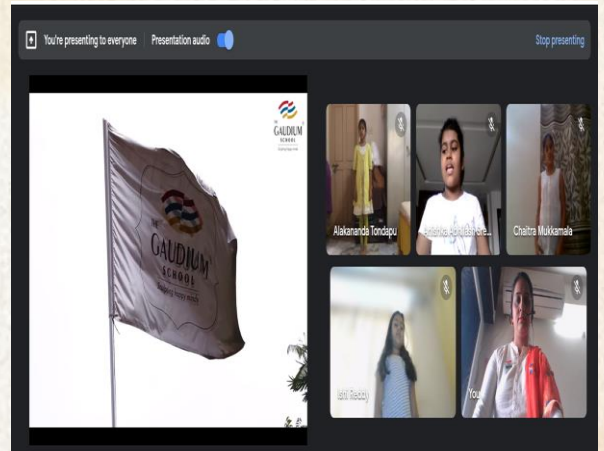
Students, teachers and parents came together to celebrate Independence Day and National Sports Day.

School Philosophy- 5 Developmental Pillars

Global Leadership

As part of Global leadership, students are regularly attending and participating in their school assemblies.

Through the assemblies the students have got an opportunity to enhance their communication skills.



Students have been involved in making choices, co-constructing essential agreements, and assessment tasks.

Students engaged in weekly and monthly goal setting.

Co-construction of the task

Theme- Where we are place and time
Central Idea-Evidence of ancient civilizations facilitate people to make connections with present-day societies.
Lines of Inquiry -
Characteristics of civilizations and societies
Relationship involved in collecting, analyzing and validation
Connection between past, present and implications for the future

Grade 4I
2-8-2021

Dhitya: Explain the meaning of civilization and differences and similarities between the past civilization and the present society.

Nirvan: Explain your understanding of the similarities and differences from the past generations and present generations

Viraat: Analyze the information for past and present civilizations.

Thakshi: analyze and explain the connection between past civilization and present day societies

Satish: explain the similarities and differences from the civilizations and the present day in your own words and your own meaning

Mohit: communication, analyse and explain the olden days civilization and present days societies

India: analyze and from connection between past civilization and present day societies and write down the similarities and differences

Professional Development

Session by the inclusion department

Ms. Jaswandi Sahasrabudhe, School counsellor, conducted a session on Self-criticism. It is an evaluation of one's behaviour and attributes, with recognition of one's weaknesses, errors, and shortcomings. Self-criticism impacts our decision-making skills, leads to clouded thoughts, strained relationships with others and self, and negative thoughts patterns about ourselves. She concluded the session by suggesting few ways we can work on excessive self-criticism and emphasized on the importance to balance self-improvement with self-acceptance.

Evaluation self-study:

We continued to collaborate and share different strategies to collect and analyze the evidence for our self-study process by revisiting the IB standard and practices document.

Parent informative sessions:

We conducted the parent informative and interactive sessions for the parents on various policies, Inquiry, Design Thinking, and Assessments.

These sessions are designed primarily to understand the elements of the programme as well as our journey in the programme.

Professional Development

Reading Sessions

The following documents were discussed as part of our regular reading sessions:

Solo Taxonomy: This document focused on understanding different levels of thinking within the SOLO taxonomy and discuss how SOLO taxonomy can be used to design learning outcomes across a unit of inquiry (a learning progression), identify inquiry-based strategies to support students and structure success criteria for a specific task.

Student Language Agreements:

Through this document we developed an understanding of how to establish agreed understandings about language use among students and teachers.

Translanguaging: This document covered what translanguaging is. As part of sharing reflections, the team discussed strategies for building an active translanguaging classroom.

Developing a culture of questions: We read and shared our reflections on the importance of questions in inquiry learning, and how students can be supported in developing their questioning skills.

Flexible Unit Time Frames: The document gave insight to a range of flexible unit time frames and the associated benefits.

Learning and Teaching- Month Review

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 reflected on the process of collecting, analyzing, and validating evidence. They understood how archeologists played a crucial role while collecting, analyzing, and validating evidence.

Students were able to co-construct the assessment task, tool, and criteria for their final assessment and were able to connect to 'Evidence of ancient civilizations facilitate people make connections with present-day societies'.

Going further, students tuned into their new unit of inquiry under the theme – 'How the world works'. They watched a video, and a story and came up with the word energy.

Learning and Teaching- Month Review

Later, the students co-constructed the meaning of the term energy with peers and teachers. They maintained a KWLHAQ chart.

They discussed in which context they heard the term energy and differentiated between the term context and concepts. They discussed the various types of energy, formulated questions using key concepts, and did their research on the chosen forms of energy.

Students co-constructed the assessment task, tool, and criteria for their presentation. Going forward, the students inquired about how energy is transformed by discussing and sharing various scenarios which they see in their day-to-day lives.

Transdisciplinary Language

Students continued learning the types of tenses in connection with the unit civilization. They framed sentences and wrote paragraphs by using various tenses. The students made connections to newspaper report writing during the homeroom discussions. They had a prior knowledge assessment on the elements of the newspaper report. The students were given different articles of their choice and identified the elements of the report. The students made a connection with note-taking when they researched various types of energy and connected when they discussed how energy is transformed. The students researched and discussed the procedure of note-taking in the classroom.

Learning and Teaching- Month Review

Transdisciplinary Math

Students made a connection with shapes and discussed the properties of 2D and 3D shapes. During the discussions of different forms of energy, students connected with units of measurement. They identified the different things that can be measured including human body temperature.

Students explored units of measurement in length, mass and further worked on the conversions of units of measurement. Students made connections with the unit used to measure energy (Joule) and power (watt) while researching the types of energy.

They learned to calculate the number of Joules with the help of power and time. They further explored the scales used to measure temperature wherein they discussed the boiling and freezing point of water for both the scales. To enhance their learning, students were provided guided research to refer to the same. They also made connections with fractions and different types of fractions.

French

Students explored some introduction phrases. They introduced themselves, learnt numbers & names of the family members. They began learning about irregular verbs' conjugation as well.

Spanish

Students learned numbers 1-10, alphabet D, F, and vowels E, I, O, U. They shared their reflections on their understanding of learner profile and ATL and learned those words in Spanish.

Students started reading simple sentences. They recited rhymes and explored phrases like- ¿Cómo se dice (word/thing name) en Español?.

Telugu

Students discussed the importance of poem recitations. They discussed the importance of voice modulation, pronunciation, etc. while reciting a poem.

Learning and Teaching- Month Review

Hindi

During this month, students started their inquiry on 'साहित्य के अंग' (parts of literature) through the medium of a Kavita (poem).

Students discussed the characteristics of the poem and shared their understanding.

Students read two poems—"Pehli Kiran Hai" & "Prakriti aur Manusya" by Yogendra Dutt Sharma and Sayed Arbaaz respectively.

Through these poems, students listed new words and their meanings. They identified the rhyming words from the poem and learned how rhyming words give rhythm to poetry.

Students were also introduced to nouns and their types.

Drama:

Students inquired about the details of 'Dialogue in Theatre'. They were engaged in various drama learning engagements where the students were divided into different group using various strategies and they were given different situations to explore and know about 'Dialogue in Theatre'.

They discussed the importance of vocal elements like pitch, volume, pace, pronunciation, etc. Students shared their reflections using various reflection strategies.

Dance:

Students focused on their body postures, twirls such as forward-backward, hand waist, and body coordination.

This helped the students bring harmony while dancing. They also discussed the various attributes of the learner profile and the ATL that they developed during their learning process.

Learning and Teaching- Month Review

Music:

Students continued with building up their understanding of the concept "Pitch". They sang the song "I Have a Dream" in different pitches and shared the challenges while singing the song. They chose to sing the same song in their preferred pitch. They recorded their singing and focused on maintaining the correct pitch projection while singing the song.

Students started inquiring about "Rhythm". They identified the diverse rhythm arrangements after listening to the given soundtracks. They constructed the meaning of "Rhythm".

PE:

In the month of August, students inquired about athletics. They researched to find about the world's fast runner and the difference between short, middle, and long-distance races. They further inquired into Usain Bolts' achievements, skills, and training.

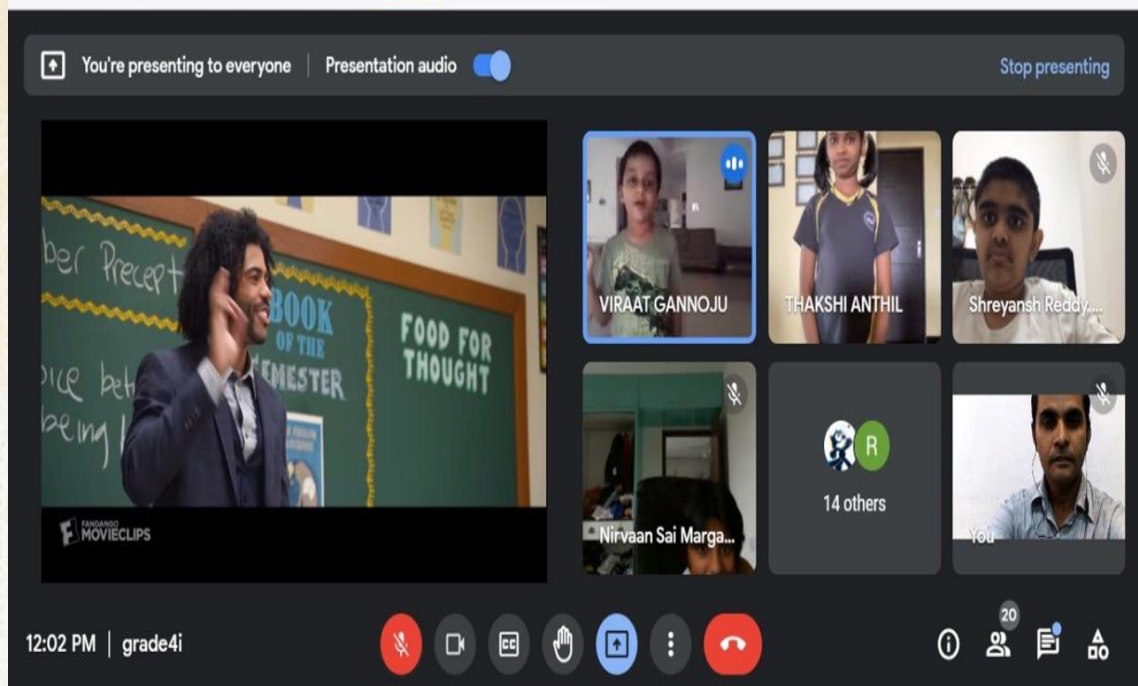
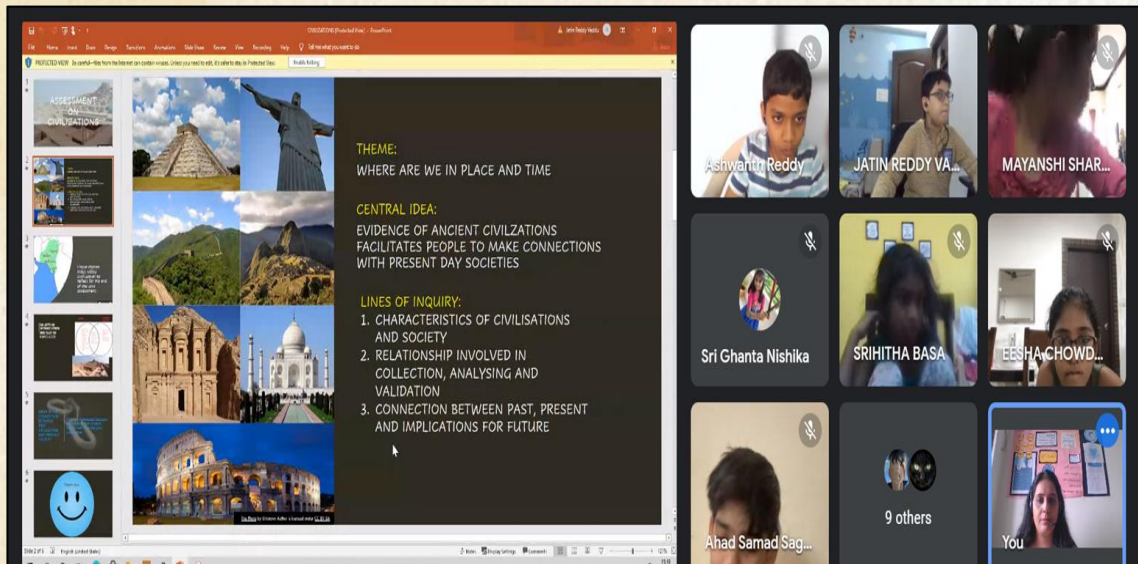
Students demonstrated the attributes of the Learner Profile Thinkers and Knowledgeable and developed Communication Skills and Self-Management Skills through various tasks.

Art:

Students inquired and observed folk art from India and around the world. They listed down the similarities and differences between them. They discussed the features of Madhubani art, its origin and elements in detail. Learners had various learning engagements of the same.

Further, they explored the features and styles of Patachitra painting. They compared the Madhubani and Patachitra paintings. They reflected and created different art forms.

Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

Transdisciplinary theme:

How we express ourselves

Central Idea:

People's behaviour and choice of outward appearance projects aspects of their culture, values and tradition.

Lines of inquiry:

Appearance and behaviour influence perception of others.

The influence of cultural and social norms on ways to present one selves

Fashion as a form of expression

Key concepts:

Perspective, Changes, Function

IB learner profile:

Communicators, Reflective, Open-minded

Unit of Inquiry:

Going further, the students will learn, discuss and understand how energy can be sustained and will come up with problem-solving scenarios wherein students will continue to work on the Design Thinking process.

The students will maintain their journal for the same. The students will start their inquiry under the theme 'How we express ourselves'.

They will have their provocation to identify the word Identity in the unit.

They will co-construct the common definition and will find the meanings of appearance, behaviors, and perception. Learners will inquire into how appearance and behavior influence the perception of others.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will connect to the concept of journal writing and its types. They will discuss the purpose of maintaining different journals.

Students will reflect and share the attributes of the learner profile and the ATL that they have demonstrated during their learning.

Students will revisit adjectives and their types followed by descriptive writing. They will also be able to connect to character sketches during the homeroom discussions.

Transdisciplinary Math:

Students will continue to work on fractions and different types of fractions. While doing design thinking students will conduct surveys and interviews where they will connect to data handling.

They will inquire into the process of gathering, recording, and presenting information using various types of graphs.

French:

Learners will start exploring the verbs ending with ER and IR. In addition, they will frame sentences using verbs and learn more words and phrases to be used in classroom practices.

Telugu:

Students will continue to read more stories. They will identify the elements of the story, adjectives and their types.

Spanish :

Learners will explore the basic introduction- saying the name, age, likes, and dislikes in Spanish, alphabet letters G, H, J, K, L, M, N, P, Q, R, S, and related words with them in Spanish.

Hindi:

Students will be introduced to "kaal" (tenses) through the medium of stories and poems.

Learning and Teaching- Month Ahead

PE:

Students will continue to learn about different types of running races, and ways of starting any short distance race, sprint race.

They will also inquire to know the difference between sprint races and other races, skills required for the sprint race, crouch position and crouch start for the sprint race.

Music:

Students will listen to a single song arranged in diverse tempos. They will sing the song and share the challenges faced while singing the song. They will choose to sing in the tempo of their preference, record it and share it with their peers

Dance:

Students will be introduced to a new dance style- Lyrical Contemporary.

This dance form will help them to use the given space wisely and to express themselves using various emotions.

Art:

Students will look at – artworks of different 'isms'- Impressionism, Realism, Modernism, Classicism. They will sort them into categories.

Students will discuss the similarities and differences between them. They will arrange them chronologically and choose to draw an incident from their life that can relate to one ism from their observation in the class.

Drama:

Learners will learn about the 'Characters in Theatre'. They will inquire about the importance of drama exercises and share them with their peers.

Happenings Month Ahead

Teachers Day Celebration: 4th September

International Literacy day: 8th September

Bonding Over Breakfast: 11th September

World Mindfulness Day: 13th September

Hindi Divas: 14th September

International Dot Day: 15th September

Student Led Conference: 18th September

International Day of Peace & World Gratitude Day: 21st September

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

Events link:

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

Learning blogs:

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