



PRISM

Grade 4

Message from the Principal's Desk

Dear Parents,

Greetings!

After 18 months of silence and empty classrooms, it was a delight to welcome our students back into the school. We made extensive preparation and planned to ensure safety for all stakeholders.

Our aim was to reacclimatize our student, and re-engage positive connections with all, which are essential for learning and way ahead.

It was really wonderful to see shining eyes peeping over the masks, as students arrived ready for the school. Thank you to all parents for helping and preparing our children for the journey ahead. The PYP team of teachers were jubilant too to come back to their students and colleagues.

In the meantime, we continue working on the 1st programme evaluation journey, which is steadily progressing towards its closure by the end of December, 2021.



With school successfully submitting the preliminary documents of the visit, we are working on our programme development plan, which refers to the process where school engages in strengthening the implementation of the IB programme.

It is focused, time-bound and grounded in the IB programme standards and practices. Programme development planning records our progress to develop the programme and represents our capacity to implement IB learning and teaching practices and an IB education overall.

This experience reminds me of a story that reconfirms our firm belief in team work and collaboration.

Once upon a time there was a little drop of water who dreamed of becoming a snowflake and turning the landscape white. Years passed, and then there was a great drought which evaporated the little drop from the lake where he lived. When he reached the sky, he became part of a small cloud. As soon as the weather turned cold, the little drop looked for a nice bit of countryside where he could fall, and help cover the place in snow.

But only a little bit of snow fell, and as soon as it touched the ground, it melted. And there the little drop had to remain, waiting for the sun's rays to shine again, and send him back up to the clouds. When the sun shone, the little drop ascended once more, turned to snow again, and down he fell. Again, just after landing, he melted. This happened several times. Finally, the little drop went and joined a great big cloud, where millions of other drops had crowded together. Despite being gigantic, conditions in that cloud were rather uncomfortable. A few of the drops were ordering everyone else around, making them squash up together, amid a great racket.

Our little drop wasn't keen on all this, and he considered falling down to Earth again, but a nice, friendly drop next to him managed to talk him out of it. - "Where are you going?! You don't want to take part?" Seeing how surprised our little drop looked, the friendly drop explained they were preparing for a big snowfall-"All of us here love being snow, and covering the land for days; that's why we've all gathered together here. Years ago, I would try doing it on my own, but I learned I couldn't manage it without help. I found this nice cloud, where we all help each other a little. And thanks to our teamwork, we've made some of the best snowfalls ever!" A little later, both drops were flying down through the sky as snowflakes, surrounded by millions and millions of other flakes, turning the green fields white. With great joy, our little drop realized that when everyone worked together they could achieve what had at first seemed impossible.

(Adapted/acknowledged- <https://freestoriesforkids.com/children/stories-and-tales/raindrop-snowflake>)

On this note, I thank you all for being with us in our journey of making learning collaborative, engaging, significant and relevant for our students, and in turn prepare them for life!

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

We were excited and delighted to welcome our dear students back to school. The teachers and students were thrilled to meet each other.



The students explored the campus met their friends offline and continued their journey of learning.

They framed new essential agreements for the physical classroom. They looked excited to learn. The entire staff made sure that the protocols were followed within and outside the classrooms.

We successfully completed and submitted our preliminary documents for the Evaluation visit. However, we continue to work on collecting evidence and completing the questionnaire for the Standards and Practices document.

All our stakeholders came together to make a difference and help the artisans during the Farmers Market. We conducted our 2nd Parents Teacher Meeting and shared the first term reports for the academic year with our parents.

We thank all our parents for their cooperation, trust and support. Looking forward to have a great year ahead.

Trishna Sharma
PYP Coordinator

School Philosophy- 5 Developmental Pillars


Mindfulness and Well-being

Students and teachers continued practicing various mindfulness activities like pinwheel breathing, superman pose, find your senses activity, calming down exercise, wonder pose, balloon breathing, shark fin breathing, tree pose, volcano breathing, mindful listening, understanding emotions zone, etc.

9 Nov 2021
Grade 4i

Mindfulness - mindful movement Deep relaxation / body scan

Mindful Body Scan



Sibhar: It was an wonderful experience I felt like I was in the air and it was also very helpful and helped me relax

Tharunika: I felt very calm and all my body parts tension was unattached and it felt very good I felt every body part of mine was relaxed and I felt good and it was really helpful

Snithik: it was very helpful it made my pay no attention to anything but my body

Viviat: I felt like I was floating in the air and was feeling relaxed and calm.

Ashvika: it was helpful because it made me relaxed, deep in thought, long breathing and calm.

Dhithya: This mindfulness helped me to relax and calm my body. My tension was unattached. After I finished it I was refreshed and focused.

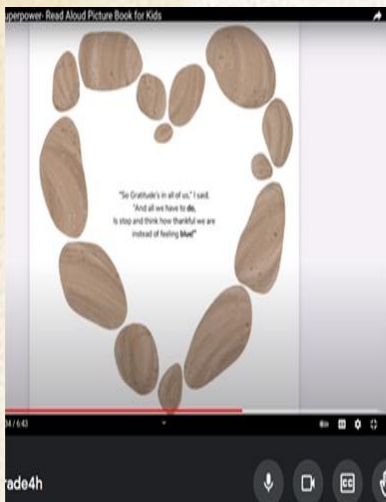
When I was doing mindfulness: I felt calm and relaxed my body parts all shut down when I was back on it felt good.

Veda Rao J: When I was doing the mindfulness of body scan I felt very nice and my body parts was relaxed

A.Neethi kumar reddy: I felt like my all trouble went and my body came down



Powerpoint: Read Aloud Picture Book for Kids



Participants: Ananya Jagan, Sri Ghanta Nis, Chaitra Mukka, ARNAV MAMIDI, Ahad Samad S..., MANVITH REDD...

Core values

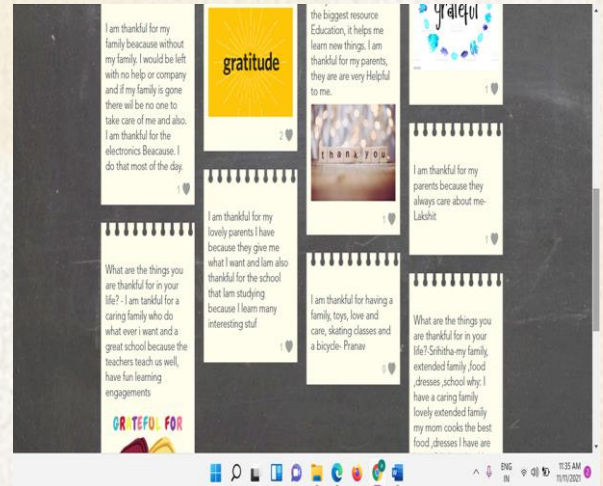
As a part of core values, students have been discussing 'perseverance'. They shared their reflections on how they can show perseverance while solving problems, achieving learning goals and taking responsibility for their own academic progress.

School Philosophy- 5 Developmental Pillars

Core Value

Students also been discussing about 'Gratitude' and shared their reflections on how they are grateful at home, at school and with friends.

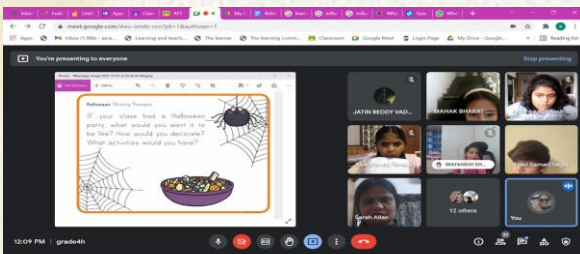
They have been exploring many books on core values. Students also shared about the core value during school assembly.



Holistic Excellence

As a part of holistic excellence, Halloween was celebrated on 1st November and students were given a task of Math Mosaic where they had come up with different pictures of Halloween.

Students also celebrated the festival of Diwali which signified the victory of good over evil. Students participated in the Ventriloquist, organized for celebrating children's day.

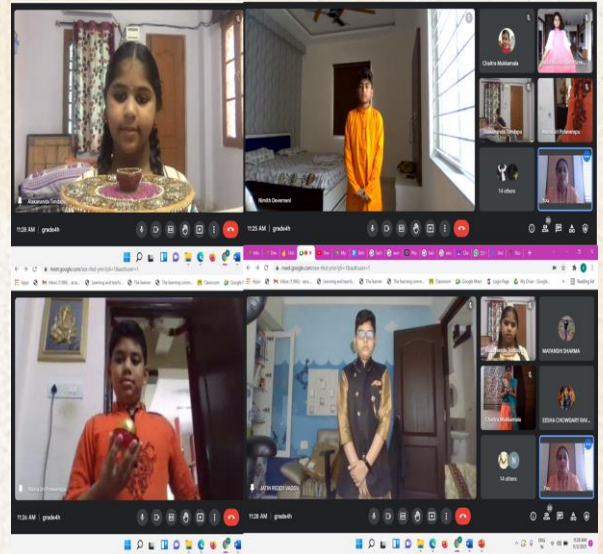


School Philosophy- 5 Developmental Pillars

Stakeholder engagement

Students and teachers together celebrated Diwali and Halloween.

The PTM was organized where students, teachers, and parents were active participants and discussed upon the students' learning progress.



These meetings were designed primarily to understand the student's performance and parent's concerns in the journey of students' learning.

School Philosophy- 5 Developmental Pillars

Global Leadership

Students participated in designing their classroom environment by discussing about the learning spaces. They discussed and shared interesting ideas and co-constructed the essential agreements for using the different spaces. They also shared their views about the setting and resources to be kept in each learning space.



As the students started coming to school physically, they began by co-constructing the essential agreements to be followed in the school premises.

This provided opportunity for them to take ownership of their behaviour and responsibility of maintaining their own and school resources. Students displayed their leadership skills by taking the ownership of their learning by setting their learning goals.

Professional Development

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.

We shared the standard and practices with the other team members and reflected on the same.

We also read, reflected and completed the self-study questionnaire in our respective groups.

Reading Sessions

We revisited and read the IB learner profile, Approaches to Learning.

We collaboratively re-read and reflected on the IB PYP planners.

Session by Inclusion and Learning Diversity (ILD)

We had a session by our school special educator Ms. Nanitha Dulam on "Challenges faced by the students in their learning."

She shared various strategies to the facilitators to use in their learning and teaching.

Learning and Teaching- This Month

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, Change, Function

Related concepts:

Identity, Status, image, impression.

IB learner profile:

Communicators, Reflective, Open-minded

Unit of Inquiry:

Students revisited the meaning of the word identity. Further they inquired into different features of identity and came up with two important terms culture and social.

Students looked at different scenarios of social and cultural gathering and came up with the term norms.

With the help of guided research students inquired what are norms ,how are its different from rules.

Further students inquired into what are social and cultural norms and how those impact to shape one's identity.

While discussing on how the identity change as per the time changes students connected to the word fashion, style and trends, in which students understood fashion is a collective phenomena and style makes an individual unique than others.

Students co-constructed the assessment task with tools and completed the same.

Learning and Teaching- This Month

Students started the new unit under the theme How the World Works and inquired about economic activities.

They watched few images and videos and came up with the words "market", "shopping", "buying and selling".

Students used the Round Robin strategy and discussed three important terms- economic, market and activity.

Transdisciplinary Math:

Students made connections to logical reasoning while sharing their perspectives of identifying a person. They acquired the knowledge of the different types of reasoning – Verbal and non-verbal.

They solved problems based on logical reasoning and connected to person's identity.

Students analyzed situations and identified logical reasons and made predictions.

They made connections to units of measurements while discussing about different personas and their identity. They explored and found the relationships exist between standard units that measure the same attributes.

They worked on patterns while discussing about fashion, trends and style. They explored different types of patterns based on rules.

They analyzed situational patterns , number patterns, and geometric patterns,

Transdisciplinary Language:

In the month of October, students revisited predictions. They read the novel Matilda and continued making predictions based on scenarios given.

Students made a connection with debate and researched about types of debate, and characteristics of the debate. They co-constructed the checklist for debate.

Learning and Teaching- This Month

They also connected to adjectives where they identified the types of adjectives such as demonstrative and interrogative adjectives.

Students connected to biography and autobiography and inquired about the elements of biography, and difference between biography and autobiography.

Students were able to connect their learning to the attributes of the Learner Profile and the Approaches to Learning that they have developed during the ongoing inquiry.

French:

Students learned the conjugations of Er and Ir verbs. They explored the use of action words in the sentences.

They read simple sentences in French.

Spanish

Students revisited the alphabets, numbers (0-20) with pronunciation. They also read and wrote the same.

Students also explored personal pronouns and 10 basic Colors.

Telugu:

The students read different plays and listed its features.

They were introduced to synonyms and practiced the same through various learning engagements.

They listed down few words and their opposites. The students found the meaning of the words and used it to make sentences.

Learning and Teaching- This Month

Hindi:

During the month of October and November, students read, heard and analyzed the poem 'Lakshmi Bai' written by Veer Ras. They analyzed and reflected upon Rani Lakshmi Bai's character followed by memorization of the poem. Students listed down the adjectives and framed sentences.

Students also watched a play 'Joota aur basta' in the class. They discussed the differences between poetry, story and drama.

Dance:

Students practiced Freestyle dancing. They focused on agility and flexibility to improve their strength.

Art:

Students discussed about Abstract Art from India and around the world. They discussed the meaning and features of Abstraction.

Students created/ imitated Abstract art with the choice of different medium and materials, they explored the uniqueness of using elements of art through the features and ideas of Abstract Art.

They explored different artist's style and technique while creating their artwork.

They listed down the features of Western Abstract Art and explored them through own creation.

Learning and Teaching- This Month

PE:

Students explored about yoga. They learned the meaning of yoga and they watched videos, read notes and researched and shared with peers.

Students inquired about what they should do before, during and after yoga. They chose poses which they want to learn and inquire about.

While choosing the asanas through voting using bar graphs, they connected how math can be used in sports. They demonstrated the attributes of the learner profile 'Thinkers' and 'Knowledgeable' through a range of learning engagements.

Drama:

In the last two months, the students inquired about 'Story in Theatre'.

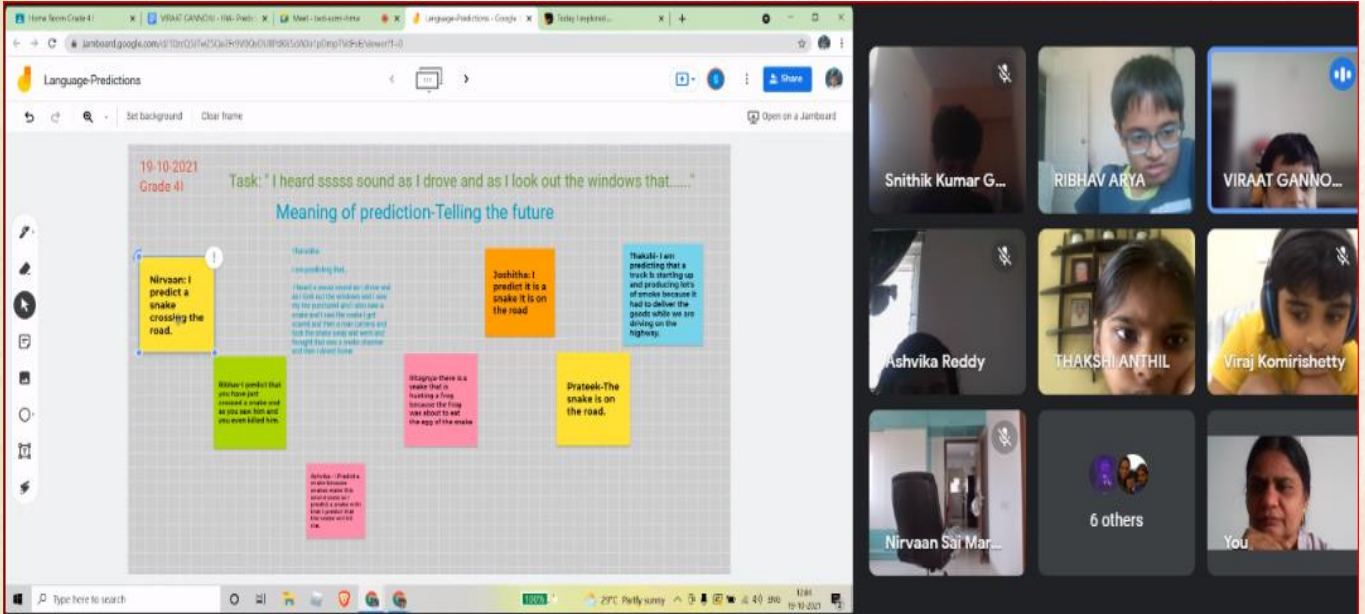
They were engaged in various learning engagements where they worked in groups to create stories.

Music:

Students continued exploring the element "Rhythm". They learnt some simple rhythm patterns through body percussion consisting of patting, clapping and snapping. They played the rhythm patterns in different speeds and hence got to know about the term "Tempo".

Followed by this they learnt a song "It's a beautiful day" and added some simple rhythm pattern to the song and focused on maintaining the synchronization between melody and rhythm while singing. They also focused on bringing proper diction and feel to the song while practicing it.

Learning and Teaching- This Month



Learning and Teaching- This Month

An adjective modifies or gives more information about a noun or pronoun.

Adjectives tell about the **quality, quantity, number, or order** of the noun that it describes.



Learning and Teaching- Month Ahead

Transdisciplinary theme:

How we organize ourselves

Central Idea:

Economic activities rely on a system of production, exchange and consumption of goods and services.

Lines of inquiry:

The role of supply and demand.

The distribution of goods and services.

Rights and responsibilities as consumers.

Key concepts:

Function, Connection, Responsibility.

Related concepts:

Interdependence, Inequity, Fair trade

IB learner profile:

Inquirers. Risk Takers, Thinkers

Unit of Inquiry:

In continuation to the unit the students will research and find out answers for questions - "What is Demand and Supply?", "What is Distribution?"

Students will co-construct assessment tools and task for their future learning process.

They will inquire about the terms distribution, goods, services, responsibilities etc.

They will look at real-life examples for supply and demand and connect it to economic activities.

Students will inquire about how goods and services are distributed.

Learning and Teaching- Month Ahead

Transdisciplinary Math:

Students will make TD connection to percentages, HCF-LCM, Decimals to fractions and data handling.

They will also look at profit and loss, currency and problems related to the same.

Transdisciplinary Language:

Students will make connection with pronouns and types of pronouns.

While framing questions they will connect to questioning words. They will connect to persuasive writing and debates.

Hindi:

In the coming month, students will be introduced to 'anaupcharik patr' (informal letter) through the medium of a drama.

French:

Students will identify the numbers up to 100. They will learn the interaction and language skills in their daily communication in French, collaboration skill while working together to learn numbers and some simple sentences.

Spanish :

Students will learn Salutations, Goodbyes and courtesy words like Thank you, Sorry, May I use the washroom, Can I borrow a pen etc in Spanish which will improve their communication and social skills.

Telugu:

Students will be introduced to a new drama. Through it the students will discuss the purpose of the play.

Learning and Teaching- Month Ahead

Art:

Students will discuss and explore the meaning of POP art. They will inquire about the process, chronology, as well as the reason and its connection with the social life.

They will create their POP art by exploring different materials.

PE:

In the month of December, students will continue to learn about yoga. They will reflect on poses they chose- tree pose, child pose, warrior II pose, cat pose, triangle pose, cobra pose and bridge pose.

They will reflect on what they know about it and how to perform these poses. They will understand the benefits of these poses, and the purpose of doing these poses.

Music:

Students will learn new songs and will focus on the musical element "Harmony". They will focus on developing the synchronization among themselves while singing the songs as a group. They will also focus on bringing coordination with the instruments played along with the song.

Dance:

The students will continue with Freestyle Dancing. They will continue to learn new moves.

Drama:

Students will inquire about 'Stages'. They will explore about the concept through various drama exercises.

Happenings Month Ahead

Airtel Marathon run-12th December
Christmas Celebrations and Gratitude day-22nd December
Winter break- 23rd December- 2nd January
2022 School reopens- 3rd January

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.

<https://www.facebook.com/thegaudiumschool/>