



PRISM

Grade 4

Message from the Principal's Desk

Dear Parents,

Hope you are all safe and in good health! As uncertainty continues to exist large before us, I share a story with you, which pushed me to think about ourselves.

Aman was walking near a group of elephants that was halted by a small rope tied to their front leg. He was amazed by the fact that the huge elephants were not even making an attempt to break the rope and set themselves free. He saw an elephant trainer standing beside them and expressed his puzzled state of mind. The trainer said "when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them.



As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free." It is the false belief of the elephants that denied their freedom for life time.

(source-

<https://www.edsys.in/motivational-stories-for-students/>)

It is very important that we inculcate in ourselves good self-esteem and positive thinking, as both these lead to positive actions including goal setting, problem solving, dealing with others, taking risks and building a balanced life. Positive action motivates us to achieve our goals which in turn makes us happy, confident and in control to manage challenges and learnt from our mistakes.

We need to do a few things together to ensure that we are ready to face any adversity or challenge with grit and resilience

1. Practice mindfulness
2. Set goals and have vision for self
3. Learn to solve problems with a solution
4. Value your ideas and views - never shy away from taking risks.
5. Be responsible for your actions
6. Spend time with people who matter the most to you
7. Have a balanced life-time for everything including self

The PYP team has been trying to follow these during their reflective journey of self-study for the programme evaluation due in February, 2022. They have been gathering data from all stakeholders and evidences of learning and teaching to identify and analyze areas we have been doing well and areas we need to continue growing!

On this note, I thank you all for being with us in our journey of making learning collaborative both online and offline, preparing students for the future!

Anjalika Sharma

IB PYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

As our evaluation is due in February 2022, our team has reflected and analyzed the evidences collected for the Programme Standards and Practices and Programme Development. We have submitted the self- study questionnaire successfully on the IB concierge.

Students of grades 1, 2 and PP2 had opportunities to develop and demonstrate their critical and creative thinking skills while engaging in Design Thinking process. They came up with innovative solutions for existing problems. Our students of Grade PP1 shared their ideas for a useful and safe play equipment that they would like to design for their friends.



Students of Grade PP2 shared n what they would like to invent given an opportunity, who they would invent it for and why. They are currently working on ideating and designing the prototype using the Design Thinking process.

In connection with the current unit of inquiry, our Grade 1 students used Design Thinking to identify potential problems around them and find solutions demonstrating their imagination and creativity.

Students in Grade 2 inquired into challenges associated with a choice of material, during its manufacturing or processing or with the byproducts. They used the Design Thinking process to come up with innovative solutions and prototype to overcome the challenges identified.

The students of grade 5 students continue with their process of exhibition they are currently framing the central idea and the lines of inquiry.

We look forward to your continuous encouragement and support in your child's learning journey.

Trishna Sharma
PYP Coordinator

Professional Development

Reading Sessions

We read and reflected the IB publications. We also shared the best practices and the perspectives from our learning and teaching.

Teachers watched an episode of their choice from the show-‘Shark Tank India’, from the given links.

<https://www.youtube.com/watch?v=8tfP0oX3pds>

<https://www.youtube.com/watch?v=wh928LKHS6Y>

https://www.youtube.com/watch?v=Yl1KIO__aiE&list=PLzufeTFnhupwqGc-IVUPwviLVPOgsx8_w&index=1

After watching the episode, they reflected and shared-

- Three things that they have understood/learnt
- Two things that they will take it forward or implement in their classroom
- One aspect of the PYP that they could connects to

The team also engaged in inquiring and researching on innovation and Design Thinking and shared videos related building resources. They shared their understanding and reflections.

Session by Inclusion and Learning Diversity (ILD)

Our school counselor Ms. Syeda Hadiya Naaz took a session on well-being of the teachers. She shared few strategies to overcome the challenges during this pandemic. She also engaged the staff in practicing mindfulness.

Evaluation

We continued to collaborate and share different strategies in our respective groups. We read and reflected on the self study questionnaire and completed the document. We revisited the Programme Development Plan and analyzed the collected evidence.

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Learners continue to engage in the well-being aspect through the mindfulness curriculum.

They practice various elements of mindfulness such as mindful movement, mindful thinking, 5-senses awareness, mindful breathing, and self-awareness.

They practice these through various activities and also discuss the benefits along with sharing their reflections regularly.

Task: Share your reflection from the book read aloud.
<https://www.getpic.com/app/read/48426>

18/1/2022, Grade4G

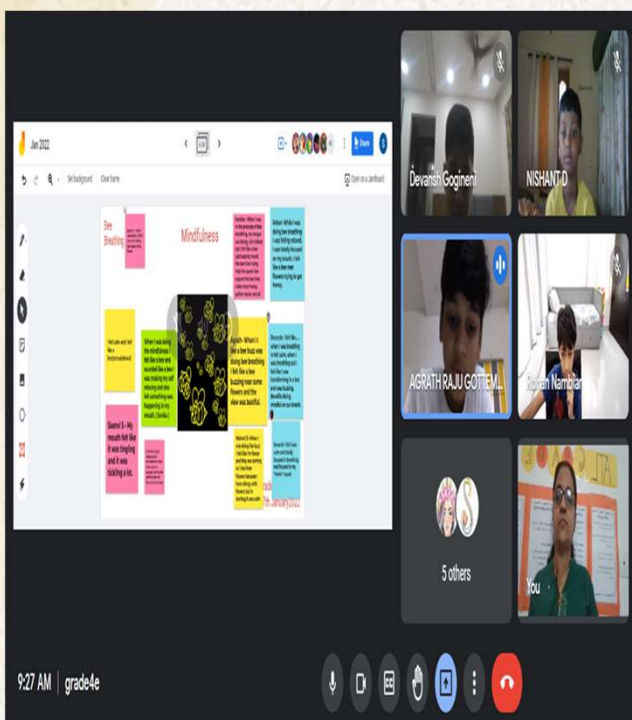
They were trying to reuse things to help planet earth by fixing and not using certain things and usually I reuse things like bags and other things: Vivaan	The boy was reusing trash to reduce trash so he is showing empathy to the earth -Ira	Kanishk: the kid in the book was trying to empathize with the earth because people are throwing away a lot of trash and then they are burning or burying the trash and because others are burning trash the earth is getting	Shritan: I understood that we need to find a way to reuse it.
I had collected some bottle caps and bottle to recycle or reuse them -Ananditha	Sai ajitha: The story is talking all about reusing and recycle things	Mishka: The book is talking about how we show empathy to the planet. Real life connection: I reused a lot of plastic bottles and made them into blowers to blow the balloons	One day we went to a Chinese restaurant and the gave us chop sticks I took them and made a beautiful raft out of it: Anishka
Srinishabh: I reused the boxes that my gets when the orders food and grows plants in the box. 2. My mom reusing honey bottles to store food items.	Dhruvan: My understanding is that we should find a way to reuse things. Ex - Old clothes, napkins, filling Bicycles etc. This way we can reuse anything.	Anvi - Me and my sister reuse by using news papers as new papers to paint on. We also reuse paper bags we get when we shop.	I understood that we should not throw the trash and we should find the ways to reuse it: Adeeba
			Manan - From this story I learned about reuse and recycling I also reuse plastic bags and bottles

Core value

The core value for the month, 'Empathy', was inculcated in various ways.

Students discussed the meaning of empathy and shared how they practice it in their life. They took part in different learning engagements like watching and listening to stories and reading books related to empathy.

Students shared real-life examples where they demonstrated empathy.



School Philosophy- 5 Developmental Pillars

Global leadership:

Students were given an insight into the IB Leadership capabilities and they researched about each and shared their understanding during the discussions.

They continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps. They continued to develop and demonstrate ATL and attributes of learner profile by participating actively in the assemblies.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Holistic excellence:

Students during their inquiry into economic activities made global connections through the Sustainable Development Goals- (SDG-12) responsible for production and consumption while discussing the rights and responsibilities of the consumers.

Students further inquired about the responsibilities of various producers, consumers, and all those involved in the economic activity. They continued to make connections with the attributes of the learner profile during their learning and teaching.

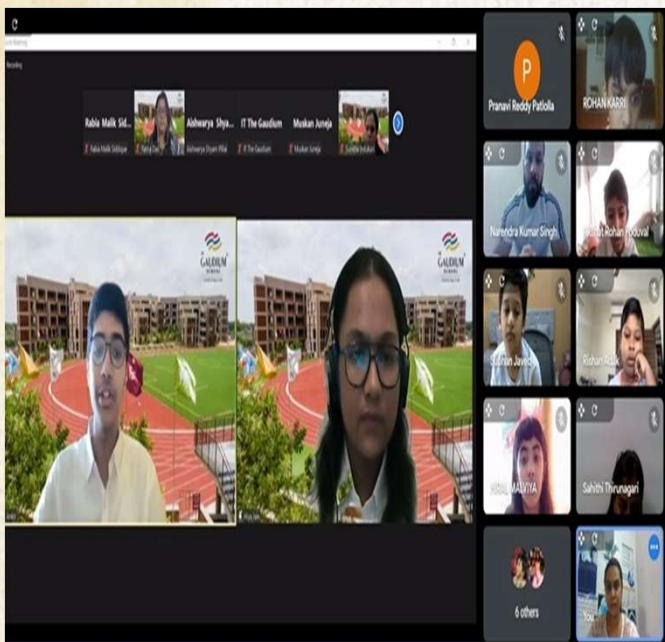
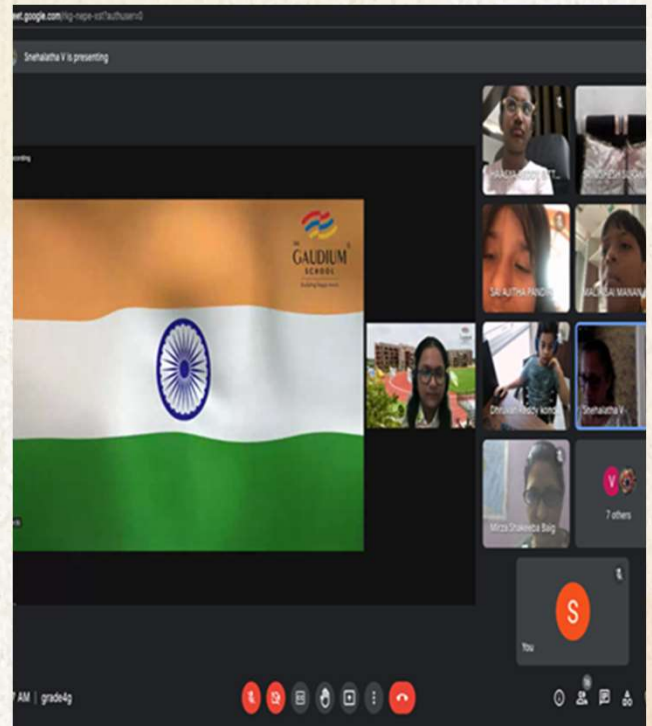
Approaches to learning



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement:

We celebrated Christmas celebrations in our school. The school community came together to spread joy and happiness among all the stakeholders by participating in donation week. The All-hands meeting was conducted by our CEO Mr. Ramakrishna Reddy and shared the developments with the stakeholders.



Students actively participated along with their families to witness the 73rd Republic day virtually. They were taken through various cultural activities such as dance, song, etc. by the students across grades. They also witnessed the flag hoisting ceremony by the Chief Guest.

Learning and Teaching- Month Review

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:

Principled, Knowledgeable Inquirers

Unit of Inquiry :

Students inquired into the unit with the central idea 'Economic activities rely on a system of production, exchange, and consumption of goods and services under the theme 'How we organize ourselves. They found the meaning of different terms related to economic activities like market, demand, supply, goods, and services.

They framed their research questions and found the meaning of economy, types of economy, the importance of demand and supply. Students framed common definitions of economy, market, demand, and supply. They also learned about the law of supply and demand, market equilibrium. Students made local to global connections during their homeroom discussions.

Learning and Teaching- Month Review

Students further inquired about the different distribution channels and understood the terms consumers, producers, wholesalers & retailers, and their function in the distribution process.

Students learned the importance of the rights and responsibilities of a consumer. They were given guided research on different rights of consumers, for example, the right to be informed, the right to choose, etc.

Students co-constructed their final assessment task and the tool. They also discussed the possible criteria for their final assessment rubric.

Students began with their new unit of inquiry on body systems under the theme Who We Are. They read and reflected on the different personas during their provocation task and came up with words like health, unhealthy, body, etc.

Students were able to connect to the word systems during the discussion on the internal and external organs and framed the common definition.

They framed their research questions using various key concepts and started inquiring into the types of body systems.

Learning and Teaching- Month Review

Transdisciplinary Language:

Learners made the connection to persuasive writing and advertisements while discussing the availability of different goods and services and the different distribution channels respectively. They researched to know the steps of writing persuasive essays and co-constructed the checklist for the same.

While discussing consumer rights and responsibilities, they made the connection to formal letter writing followed by various learning engagements. Learners also created advertisements through role play in the class to exhibit their learning.

Transdisciplinary Math:

While discussing buying and selling of commodities, students made the connection to money and profit & loss. They researched how to calculate profit, loss, the meaning of selling price, cost price, etc. followed by various learning engagements.

When the students inquired into various international currencies, they were able to make transdisciplinary connections to currencies of earlier civilizations

Learners made a connection to different types of graphs while discussing the law of demand and supply. They had a learning engagement on interpreting and construction of graphs for the given data using double line graphs, pie charts, etc.

They further connected to factors and multiples while discussing the factors that affect supply and demand. They found the meaning of prime and composite numbers, highest common factors, and least common multiples and had various learning engagements related to the same.

They also connected to the number system while discussing about the various systems during their homeroom discussions.

Learning and Teaching- Month Review

Additional Language:

Hindi:

Learners were able to connect to formal letters and essay writing and they discussed the steps to write the same. They co-constructed the checklist for the same.

Students wrote essays on their chosen topic. They listed new vocabulary words and used the same while writing the essays. They demonstrated comprehension skills during various learning engagements.

Telugu:

Students discussed various historical stories and they were able to connect to adjectives during the classroom discussions.

They reflected on their learning and demonstrated the attributes of the learner profile and the ATL during their discussions. Learners co-constructed the assessment task and tools.

Spanish:

Students started inquiring into ordinal and cardinal numbers. They shared their learning with their peers. Students revisited the sounds of the letters of the alphabet and learned the usage of different greeting phrases in their daily life.

French:

Students continued to learn numbers up to 100. They inquired how to express the time in French as this will enable them to use the vocabulary in their daily lives.

They also shared the attributes of the learner profile and the approaches to learning that they have demonstrated during their learning.

Drama:

Students inquired about 'Stages in Theatre'. They were engaged in various drama learning engagements where they worked in groups to understand and identify the types of stages in theatre.

They collaborated with their peers to understand the types of stages and different parts of the stage.

Learning and Teaching- Month Review

Dance:

Students started to inquire about freestyle. The dance form focuses on unexpected movements, self-expression, and freedom -while simultaneously maintaining a strong focus on technique.

Music:

Learners enhanced their learning about the musical element "Rhythm" by exploring different percussion instruments like egg shaker, Tamborine, and bongo. They created their own rhythm patterns to accompany the songs they sang.

They learned a Hindi song "Aap agar saath hai" where they got an opportunity to explore the musical element "Harmony".

They sang the song in unison containing some improvisations of harmonization. They focused on improving their grip over the tempo and pitch while singing the song.

PE:

Students inquired about different poses like tree pose, child pose, warrior II pose, cat pose, triangle pose, cobra pose, and bridge pose in Yoga. They discussed the benefits of these poses and their purpose. They performed these poses too.

Students co-constructed the assessment task and tool for yoga to display their learning. They demonstrated the attributes of the learner profile 'Thinkers' and 'Knowledgeable' through a variety of learning engagements.

Art:

Learners discussed POP art with the reference of artist work. They explored the timeline, process, and application of the subject and medium in it. They also discussed in detail how and why POP art was created and the connection with society and real life.

They created their POP art with the choice of subject from real life. Students co-constructed the assessment tools and criteria.

Students compared POP art and Abstract art, they discussed the features, application of the subject, and style. They created the artwork of their choice of style-POP or Abstract.

Learning and Teaching- Month Review

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UIO-I-5, 4G

How are body and system connected?

Dhruvan: Body and system are connected because our brain and all the body part are connected together. Ex: Are eyes see everything reverse but some nerve send signal to brain so can see everything in.

Shrithan: Our body is like a machine and we have many systems in our body for nerves, system and digestive system.

Pritha: System is connected to body because it has many systems in it and the body cannot work without the system.

Anushka: Our body is a system because if we run out of oxygen our body system will collapse so we need to eat, drink, and sleep to keep it going.

Michael: Body and system are connected because our body is a machine which has multiple systems in it and also it is also a really big system.

Vivian: Our body is connected to system because the body gives signals to all the other body parts and they work together like a system.

Kanishk: Body is connected to system because we have so many body parts and they work together like a system.

Manan: Body and system are connected because the body gives signals to all the other body parts and they work together like a system.

10:32 AM | grade4g

NISHAD IYER
Mirza Shakeeba Baig
SHRITHAN VENTARAPATI
SAI AJITHA PANDIRI
CHARITH EMMADI
Vivaan Vanga
Mishka Panwar
10 others
You

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UIO-I-5, 4G

What do you think our current unit is going to be about?

Body systems: Bhavya

Functions of body: Dhruvan

Process or sequence of body: Haasya

System: something that is provided by, don't

A process which is steps of order: Shrithan, Vivian, Haasya

A process of something which is dependent on other things: Dhruvan

A repeated process involving step by step action: Nishad

We organize and follow a sequence: Dhruvan

Common Definition of System: System is an independent process followed in a step by step manner or in a sequence. Process is always repeated in a system.

Examples: Digestive system, Solar system,

12:45 PM | grade4g

Vivaan Vanga
Mirza Shakeeba Baig
NISHAD IYER
Dhruvan Reddy kond...
Mishka Panwar
SHRITHAN VENTARAP...
KANISHK REDDY C
ANVI REDDY J
7 others
You

Learning and Teaching- Month Ahead

Transdisciplinary theme:

Who we are

Central Idea:

The effective interactions between human body systems contribute to health and survival.

Lines of inquiry:

- Body systems and its working
- Ways body systems are interdependent
- Impact of lifestyle choices on the body

Key concepts:

Function, connection, responsibility

Related Concepts:

System, Interdependence, homeostasis, health

IB learner profile:

Balanced, Inquirers, Reflective

Unit of Inquiry:

Students will be exploring various body systems along with the organs associated. They will further inquire into the functions of each system and the interdependence of various body systems.

Learners will watch a video on "The judge capsule" and have a learning engagement related to the same to know about the interdependence of body systems in detail.

They will find the meaning of the lifestyle choices inquire into the impacts of the same in-depth and connect their learning to their real-life.

Students will reflect on their everyday learning and demonstrate the various attributes of the learner profile and the approaches to learning.

Learning and Teaching- Month Ahead

Transdisciplinary Math:

Students will continue to solve the problems related to various number operations. They will inquire into the difference between the Indian and the International place value systems and have various learning engagements related to the same. They may also connect to balancing equations while discussing a healthy lifestyle.

Transdisciplinary Language:

Learners may connect to letter writing and persuasive writing while discussing the structure of the body and the healthy lifestyle.

They may also connect to conjunctions, prepositions, and procedural writing during their homeroom discussions.

Additional languages:

Hindi:

Students will read a story based on true bravery.

They will frame questions related to the key concepts. They will also be introduced to new vocabulary to enhance their writing skills.

French:

Learners will connect their learning to their current unit of inquiry on body systems in the homeroom.

They will identify and name the body parts in French. They will demonstrate their communication skills.

Telugu:

Students will be introduced to newspaper reports. They will further revisit singular and plural forms and vyasam using given words.

Spanish:

Students will continue to explore cardinal and ordinal numbers in Spanish. They will further inquire into simple sentences, short stories by participating actively in the different learning engagements.

Learning and Teaching- Month Ahead

Art:

Students will inquire into various Arts of India. They will explore the journey of art from ancient times to modern.

They will further inquire into- Cave art, Indus Valley art, Buddhist Art, Mughal Art, Modern/ British period Art.

Students will arrange them in chronological order with reasoning. They will be divided into groups to explore anyone and share their features /characteristics.

Music:

Students will explore the diverse musical cultures across the world by knowing about different musical genres in local to the global context. They will learn some folk songs and will focus on maintaining the proper diction while singing.

Dance:

Learners will inquire into contemporary dance and will improvise on coordination, flexibility, expression, and emotions.

PE:

Students will be introduced to Aerobics. They will be given opportunities to make transdisciplinary connections to the unit of inquiry on body systems under the theme Who We Are.

They will inquire to find the meaning of aerobic. They will reflect on different physical activities/aerobic/anaerobic exercises and their impact on our body.

Drama:

Learners will explore about 'Costumes in Theatre'. They will use various resources like pictures, videos, etc to understand about the costumes used in theater.

Happenings Month Ahead

3rd February- World Read Aloud Day

21st February- International Mother Tongue Day

23rd, 24th, 25th February- IB PYP Evaluation visit

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/>

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