



PRISM

Grade 4

Message from the Principal's Desk

Dear parents,

Greetings!

Yesterday I sat down to read e-stories and came across a relevant and important story for each one of us to understand and learn from!

Once upon a time, a wise old man decided to go on a journey. So he packed a small bag, said goodbye to his wife, and set off. He travelled all day without meeting anyone. When it was evening, he came to a small village. "I think I'll stop here for the night," he said to himself.

Near the centre of the village, he met a group of people. So he introduced himself. "I'm a simple traveller," he said, "looking for a safe place to sleep and a hot meal." "We'd be glad to offer you a place to sleep," the villagers told him, "but we have very little food. Our crops were poor this year, and there's not much to eat in the whole village. Most of us are just barely getting by." "I'm sorry to hear that," the old man said. "But you needn't worry about feeding me. I already have everything I need. In fact, I was thinking of making some stone soup to share with all of you."

"Stone soup?" the villagers asked. "What's that? We've never heard of stone soup." "Oh, it's wonderful," said the old man. "Best soup I've ever tasted. If you bring me a soup pot and some water, I'll make some for all of us."

And so the villagers rushed back to their homes. When they returned, one was carrying a large soup pot, another had wood for a fire, and others brought water.

When the fire was going and the water had begun to boil, the old man took out a small silk pouch. With great ceremony, he reached in and pulled out a smooth, round stone. He carefully dropped the stone into the boiling water. The villagers watched eagerly. The old man began to slowly stir the pot, sniffing the aroma and licking his lips in anticipation. "I do like a tasty stone soup," he said. "Of course, stone soup with cabbage—now that's really special."

And as the soup simmered slowly over the fire, the wonderful aroma began to waft over the villagers. They began to relax and talk together, sharing songs and stories and jokes.



When the soup was finally done, the old man poured it out into bowls, and they all shared a delicious meal together. There was more than enough for everyone to eat their fill. Afterward, they all declared that it was the best soup they had ever tasted. The mayor of the village pulled the old man aside, and quietly offered him a great deal of money for the magic stone, but the old man refused to sell it.

The next morning, he woke early and packed up his belongings. As he was leaving the village, he passed by a group of children playing at the side of the road. He handed the youngest one the silk pouch containing the stone, and he whispered, "It was not the stone that performed the magic. It was all of us together."

Acknowledgment-

<https://foodgrainsbank.ca/resources/story-stone-soup/>

"I might be able to find a bit of cabbage," one villager said. And off she went to her house, returning with a small cabbage she had stored away in her pantry. "Wonderful!" said the old man, as he added the cabbage to the pot. "This reminds me of the time I had stone soup with cabbage and a bit of salted meat. It was unbelievably good."

After a moment of silence, the village butcher spoke up. "I know where there's a bit of salted meat," he said. And off he went to his shop to get it. When he returned, the old man added the meat to the soup pot and continued to stir.

"Can you imagine what this soup would taste like if we had a bit of onion...and perhaps a few potatoes...and a carrot or two...and some mushrooms. Oh, this would be a meal fit for royalty." And before he knew it, the soup pot was filled to the brim with vegetables of all kinds— carrots and potatoes, mushrooms and onions, turnips and green beans, beets and celery—all brought by the men and women and children of the village. Not only that, but the village baker came out with some fresh bread and butter.

It is important to involve and engage everyone in a team. When people successfully collaborate, the results are often far superior than that of an individual working alone. Teams work together to achieve their goals and targets.

At The Gaudium, all stakeholders must work together as a team to ensure learning happens. Students are supported in their journey of learning by their teachers, parents and peers so that they build skills to be knowledgeable and understand the concepts well to be global leaders.

We wish you happy Dusshera and look forward to consistently strengthening our collaboration to help our students be life long learners.

Anjalika Sharma
PYP Principal

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students and teachers have been practising mindfulness every day. As a part of the mindfulness activity, the students practised square breathing, balloon breathing, superman pose and wonder pose. They were engaged in 5 senses awareness exercises like finding colour and guessing the taste and sound. As part of self-awareness, they reflected on managing their emotions in challenging situations. They shared their views on identifying themselves with different emotions and reflect on ways to manage them.



The well-being sessions taken by the school counsellor this month were related to the theme 'Self Awareness' wherein the students discussed and reflected on the aspects of being self-aware of their emotions, habits and behaviour.

They learned about having self-esteem, identified personality types and traits which form their personality.

School Philosophy- 5 Developmental Pillars

Core values

The core values are an integral part of learning. The core value for the month was **"empathy"**. Students understood that empathy allows people to build awareness and make connections with others.

Teachers and students shared their experiences in the classroom and in assemblies. They shared that it is the skill to respond with an appropriate emotion to someone else's thoughts and feelings. They watched stories and had quiz related to empathy.



Holistic Excellence

The students celebrated **'World Literacy Day'** on the 8th of September wherein D.E.A.R time (Drop Everything And Read) was organised for everyone. All students and teachers read books, magazines, and newspapers of their choice in the languages of their preference. Students shared their reflections after reading time.

Regular **life skills sessions** were conducted where students learned the importance of non-fire cooking. They learned and made lemonade. They also reflected on the things / important points that they need to take care of while making lemonade.



School Philosophy- 5 Developmental Pillars

Students celebrated **International Dot Day** to celebrate creativity, self-discovery and self-inspiration. They watched a story on Dot Day and later reflected sharing that in whose life they want to make a positive difference with reasons. They understood that this day is a celebration of creativity.



Stakeholder engagement

Students Led Conference (SLC) was held on 17th September where students invited their parents to share and celebrate their learning journey. They also shared their portfolios, and classroom learning with their parents.

A special assembly was organised by the students to celebrate **Teachers' Day** on the 5th of September, 2022. Students organised skits, danced and shared their feelings to show gratitude for their teachers.

School Philosophy- 5 Developmental Pillars

Global Leadership

Students continued with organizing and conducting their weekly assemblies as part of the global leadership pillar. They were involved in making choices, sharing their opinions and taking ownership of their actions.



They continued to develop and demonstrate approaches to learning (skills) and the attributes of IB learner profile by participating actively in the assemblies.

Students worked on the design thinking process defining the problem of energy usage and looking for innovative ways to sustain energy. They made connections with UN sustainable development goals.

Professional Development

SAIBSA Job alike sessions

SAIBSA PYP Job alike session was held at the “The Gaudium School”. South Asian IB schools’ association- SAIBSA aims to facilitate communication with authorized and evaluated schools implementing IB in the South Asia region and is devoted to promoting a greater understanding of the IB at all levels.

The Gaudium was the proud host for the first face-to-face SAIBSA job alike sessions, post-pandemic, for PYP & MYP and DP on 3rd September and 10th September 2022 respectively. IB practitioners from across the country attended the two SAIBSA events and participated in a range of job-like sessions. They collaborated and shared perspectives and best practices to ensure that learning is for life.

Ms. Kirthi Reddy, Founder and Director-The Gaudium, Mr. Ramakrishna Reddy, CEO, Ms. Anjalika Sharma, IB PYP Principal, and Ms. Shalini Singh Hamilton, Middle & High School Principal welcomed the delegates. Mr. Kasiar Dopaishi, President SAIBSA was present for both the events and facilitated sessions as well. Ms. Monica Sarang was the keynote speaker for PYP & MYP SAIBSA while Ms. Hafsa Noori Pasha was the keynote speaker for DP SAIBSA. We had ten sessions conducted by various facilitators across the schools. We enrolled ourselves and attended the sessions based on our choices.

Evidencing Learning: Evidencing learning session helped understand ways assessment involves teachers and students collaboratively to monitor, document, measure, report, and adjust learning. They shared how students are actively engaged in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.

Implementing Agency: Implementing Agency session focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.

PYP Exhibition: The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, facilitators from different schools discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners and responsible for their learning to take action.

Concept-Based Learning: Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based. Concepts help to build understandings across, between, and beyond subjects. We had various learning engagements to understand the same.

Professional Development

Action in PYP: Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities. We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

Inquiry: Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed and had learning engagements to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching and seeking information, and solving problems in a variety of ways. Inquiry helps to facilitate the development of IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

Role of PE in PYP: Physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop a combination of transferable skills promoting physical, intellectual, emotional, and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. We shared how the role of PE helps in developing or supporting a unit within the programme of inquiry, preparing for or following on from a unit within the programme of inquiry, and personal inquiries with examples across various schools.

Role of Arts in PYP: Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. We discussed ways students articulate their thoughts in new ways and through a variety of media and technologies that helps students to promote creativity, critical thinking, problem-solving skills and social interactions through dance, drama, music and visual arts.

Second Language: Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. We discussed how to support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and the social life of the school, as well as to develop as individuals. Apart from these we also had a grade-level collaboration across the school to know the best practices and the strategies that help in students learning.

Professional Development

PYP Authorization & Evaluation:

Programme evaluation engages the school in a reflective process leading to deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development.

Programme evaluation

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective process that involves the entire school community
- assesses whether a school continues to meet the requirements in the IB *Programme standards and practices* publication and will remain an authorized IB World School
- supports school efforts to continually improve the delivery of the programme(s) through an intentional process aimed at building school capacity for organizational learning.

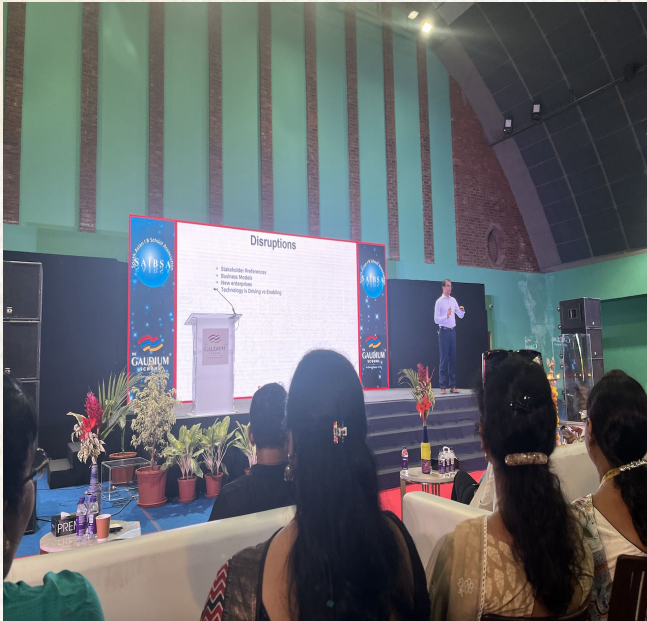
During programme evaluation, the school:

- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
- assesses their implementation of the IB programme standards and practices
- analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute to positive school outcomes, building on these to address challenges and to further develop the programme(s).

Global Job-Alike Sessions

Our teacher teams also attended virtual **Global Job-Alike Sessions** organized by the “BINUS SCHOOL” – Jakarta where we collaborated and shared best practices related to concept-driven, ATL in Arts, promoting multilingualism, digital literacy and developing social emotional learning. It was an enriching experience for all.

Professional Development



Learning and Teaching- This Month

Unit of Inquiry:

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:

Function, Change, Responsibility

IB Learner Profile:

Communicators, Thinker, Inquirers.

Unit of Inquiry:

Students discussed the meaning of the word sustainability further making connections with energy sustainable practices. While inquiring about energy sustainable practices students came across various problems related to energy sustainability and decided to find innovative solutions through the design thinking process.

Students collected information and looked through the data of various countries where they found similar problems.

They made connections with data analysis while analyzing secondary data on issues of energy in the world . Then students defined the problem after discussing the root cause of the problem by using the 5 whys strategy.

Learning and Teaching- This Month

Later, they created prototypes for sustainable energy practices. They shared their prototype with peers to get feedback and feedforward.

They also connected to the key concept of responsibility while working on their prototype. The students also maintained their design thinking journal for the same.

Transdisciplinary Language:

Students continued with their weekly spelling assessments and found the meaning of new words to enrich their vocabulary.

While inquiring about energy and its uses, students made connections with the report reading while exploring different types of energy and its uses.

They further made connection with descriptive writing. They learned to describe pictures and wrote descriptive paragraphs.

While inquiring into the transformation of energy students connected to the transformation of sentences, with the sentence prompts given they inquired about active & passive voice and direct & indirect speech. They framed sentences and transformed it into different forms.

Learning and Teaching- This Month

Transdisciplinary Math:

Students continued doing mental Math every day to revisit the concepts learned earlier.

Students solved sums based on all the four number operations and practiced word problems.

While discussing about transformation of energy students connected with measurement of energy and further discussed on how numbers also can be transformed while measuring and converting the unit of length, mass and capacity. Moving further students connected to data analysis when they were given secondary data to analyse about different energy crisis in the world. They collected more information and understood how data is represented in bar graph, line graph and pie chart.

Hindi:

Students' prior knowledge assessment of Hindi basics was taken, and they also practised nouns and adjectives. Students were shown a video, and a story and were asked to share three things they saw, heard and read.

Students were shown a story to and were asked questions like what was the story about? Who were the people in the story? Where was the story happening? What kind of story was it? Students were given a list of the elements of a story and asked to share their understanding in the context of the story. Students listed new words and their meanings from the story.

Students were asked to choose a task (time-bound) to change any element of the story.

Learning and Teaching- This Month

They changed the characters, setting, plot and title of the story, this exercise was conducted to help them reflect on what happens when the element of a story is changed.

Students were encouraged to share the characteristics of the story – Modern story How was it similar or different from – Aitihasik kahani ? Students list down the new words and their meaning from the story. They were asked to frame sentences using at least 10 words.

They were asked to frame questions into categories- open-ended & closed questions, types of questioning words or under key concepts.

Telugu:

This month the students learned about stories. They were introduced and practised 'kalalu' through 'epic' 'historical' stories and adjectives through modern stories and their descriptions of the respective characters. they also did practised exercises based on short paragraphs.

French:

In the month September students learned the irregular verbs "aller" and "venir" along with their sentence formations. They also understood how to express the near future using the verb "aller" in French.

Spanish:

In the month September students learned the irregular verbs "estar" and "ser" along with their sentence formations. They also understood how to express the near future using the verb "ESTAR" in Spanish.

Learning and Teaching- This Month

PE

In the month of September, students were engaged to explore and practice soccer skills (running with the ball, controlling the ball, passing and dribbling the ball) and they used the self continuum to reflect on how their abilities had improved. They learned how to use techniques to get better in sports abilities via practice. They developed approaches to learning- social skills through a variety of learning engagements.

Drama:

In the month of September, the students continued learning about the 'Mask Acting'. They learnt how to make a mask using different kinds of materials and their imagination. They also explored how to become a mask character by working on their voices and body movement.

They are in the process of creating an original story for mask theatre which they would rehearse and perform it.

Music:

Students performed the song, "The world is a rainbow" individually to enhance their confidence. Students reflected on their performance based on the music elements. Students also received feedback and feed forward from the teacher and set their goals. Students worked on their music portfolio.

Learning and Teaching- This Month

Art:

Students discussed different type folk art from India and the World. They explored features, origin and created one art work with the style they observed representing a situation from real life.

Students observed the Folk Art style- Madhubani, explored features, elements and background of Madhubani style. They created a story from their own life experience using Madhubani Art style.

Students discussed the African/American /Chinese /European Folk art styles, they explored medium and elements from those created artwork with their choice of art style and medium.

Dance:

Students recognized the relationship between movements and music. They reflected and understood the individual performer's responsibility in achieving the success of the whole work.

They develop aesthetic and creative flexibility in the practical application of a technique to a specific choreography this helped them enhanced their knowledge of professional standards on stage including: roles of warm-up class, "spacing," lighting, and dress rehearsals, as well as hair, makeup and costume maintenance.

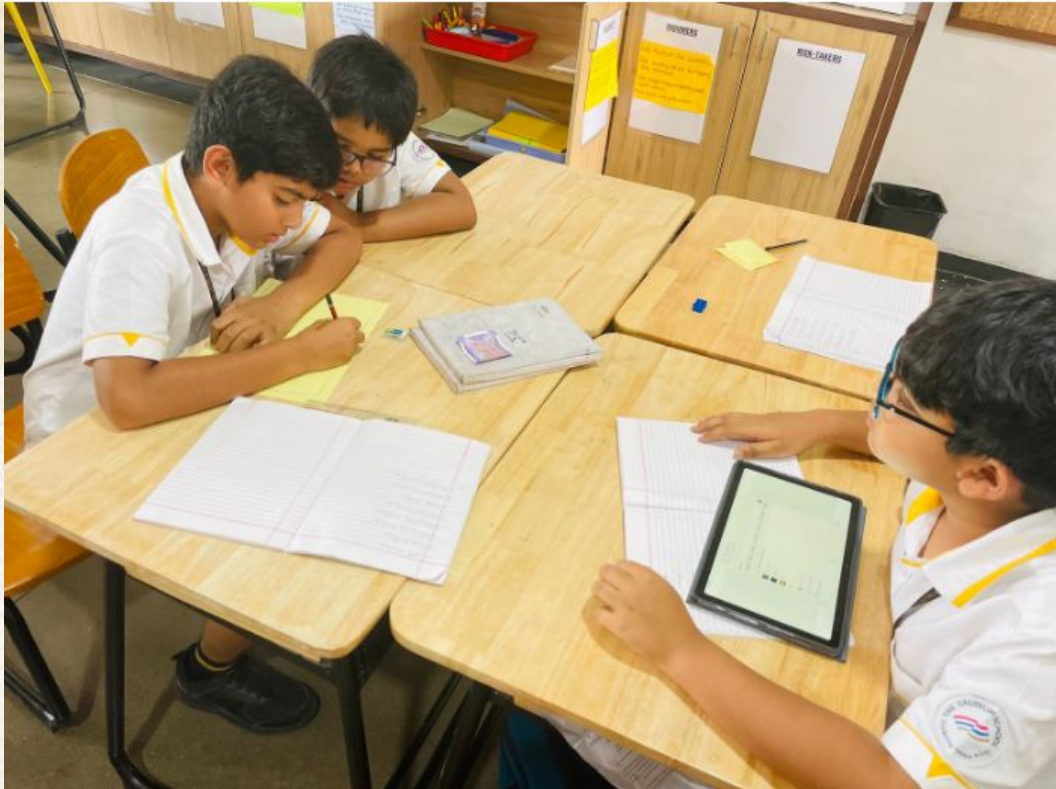
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Unit of Inquiry:

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:

In the month of October, students will be explore the unit of inquiry under the theme 'How we express ourselves'.

They will have their provocation and to come up with the word Identity in the unit. They will also find and learn the meanings of appearance, behaviours and perception in the coming month.

They will frame questions for their inquiry and sort them as open and close ended, further connecting them to the key concepts. They will explore the meaning of behaviour and perception .

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will continue using active and passive voice to frame passages. They will further explore the rules for changing sentences and paragraphs from direct to indirect speech and vice versa.

Transdisciplinary Math:

Students will continue having mental Math practice and solve problems related to data analysis

Students will further learn calculating mean , median and mode . They will be able to construct and interpret various types of graphs.

Hindi:

Students will learn about different types of stories and poems. They will practise reading and writing new words and find their meanings. They will explore different types of poems and adjectives.

French:

In the month of October 2022, students will revisit numbers, use of possessive adjectives, the conjugation of regular verb "er" and how to introduce their family members in French. They will develop their thinking skills while learning to identify how the grammar is used in sentence constructions while expressing about the family in French.

Learning and Teaching- Month Ahead

Spanish :

In the month of October 2022, students will revisit numbers, use of possessive adjectives, the conjugation of regular verb "Ar" and how to introduce their family members in Spanish.

Telugu:

Next month there will be an introduction and practice of 'poetry' related to students, bravery and adventure.

Music:

Students will revise their entire music learning of the month June, July, August and September. After that students will start learning new songs for the annual day celebration. Students will learn and understand the meaning of the lyrics, they will also learn the pronunciation of the same. Students will learn to sing the songs.

Art:

Students will look at different art works of different Impressionism, Realism, Modernism, Classicism, they will sort them into categories- talk about similarities and differences as well as features. They will arrange them chronologically and choose any one style to draw an incident from their real life situation.

PE:

Students will select a new sport to investigate and practice over in the month of October. They will reflect and understand the importance of skills, strategy, and knowledge.

Learning and Teaching- Month Ahead

Drama:

In the month of October, the students will continue learning about the 'Mask Acting' and will engage in rehearsing their story along with reflecting on the same. They will create their final masks for the characters in the story. These masks would be used in their performances for their different characters.

Dance:

Students will learn the basic tools and techniques of contemporary dance choreography and basic drafting techniques.

Students will further learn how to use technology available to the professional dance act.

Happenings Month Ahead

Autumn Break: 24th September- 9th October (Holidays)

School Reopens: 10th October

Special Assembly – Diwali: 21st October

Diwali Holidays - 22nd - 25th October

Farmers Market: 29th October

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/>