



# PRISM

Grade 4

# Message from the Principal's Desk

Dear Parents,

Greetings and welcome to a new year 2023!

New year is often associated with setting resolutions and goals to succeed. Success can be a challenging issue to take on, since it's not simple to define and can mean different things for different people. Sharing with you an interesting simple story about hard work and success.

Sports day was approaching and everyone was very excited. All the children were practicing for the big race. Jim was one of the fastest runners and confident of winning. Hence he was not worried and also not practicing like others. " You have to work hard and practice if you want to win Jim. You are not doing so at all", his mother sounded worried.

Jim smiles and replied-" Mom, you know how fast I can run. Why should I waste my time. I will win for sure. No one will win the big race but me". His mother advised him that talent without hard work will not succeed and he will have to have to work hard. " This laziness and over confidence will cost you greatly" . Jim laughed and could imagine himself taking the trophy after the big race.



Time was Jim's friend and he had been practicing for the race. He was not as fast as Jim and hence set his goal. He practiced everyday till late night and over time built his endurance, will power and stamina.

With few days left and sports day around the corner, Tim continued to practice rigorously while Jim was confident of his win! At last the sports day arrived. Students and parents began to arrive and cheer for the students participating for the race. Signal was given to begin the race and the coach blew the whistle. All the athletes ran towards the finish line. Jim and Tim left everyone behind. They were running neck to neck. Suddenly Jim went ahead of Tim. The crowd cheered for Jim and it was clear that he would beat Tim in this year's race too.

But a few meters away from the finishing line, Tim took speed and ran ahead of Jim to finish first. Everyone was surprised and praised him for his outstanding performance. Jim's mother came to congratulate Tim and said that " you deserve this for your hard work, focus and dedication". She looked at Jim, who was standing with his head down. She turned to Jim and said, " always remember talent without hard work, dedication and focus has no value. Time worked hard and won the race. I am glad that you have understood this lesson."

Acknowledgement & adaptation -

<https://www.bedtimeshortstories.com/hard-work-leads-to-success/amp>

When children work hard and achieve their goals, it gives them a sense of accomplishment and enhances their confidence. It in turn impacts their self-esteem, makes them emotionally stable, and help in their all-round development. We must ensure that all of us are role models for our children when it comes to hard work. We must share real life experiences and examples of hard work to help them understand its value. However the most important point is to let children do their work themselves and always praise them for their efforts.

On this note I am filled with pride to share that our PYP Athletics girls team emerged as the champions at the PYP Hyderabad Network Athletics Meet and the PYP Athletics boys team, the runners up with a very small margin. Our students, PE teachers and coaches set goals, worked hard, and were supported by parents to ensure that they bring laurels to their school. We congratulate all the stakeholders for this achievement.

We consistently look forward to our collaboration to achieve great success!

Warm regards,  
Anjalika Sharma  
IBPYP Principal

# Message from the PYP Coordinator's Desk

Dear Parent,

Greetings!

One person has an idea but a team has ideas, the best bridge between one idea to many ideas is collaboration. Collaboration brings with it the opinions, thoughts, ideas and experiences of the entire team together. It helps in building onto a small idea and creating something bigger. Collaborative meetings also provide every team member to reflect on the practices, opening up opportunities to improvise and innovate.

In the words of Mr Dinesh Paliwal, "Collaboration is a key part of the success of any organization, executed through a clearly defined vision and mission and based on transparency and constant communication." The education industry is also changing with time, many practices are evolving and innovation is the key to succeeding in meeting the student's needs and requirements



This important skill is inculcated in our students from the start, they are encouraged to collaborate to plan learning engagements, finalise success criteria, set goals etc. While working as a team, students learn leadership skills, and listening skills, and learn to work as team players. When they share their knowledge with each other every group member gets a better scope of widening their knowledge and gaining conceptual understanding. They together construct their knowledge and learn together. Collaborating with each other also leads to the enhancement of critical thinking skills and higher-order skills in the students.

The world is changing at a faster pace, and every second there are advancements made. If we compare our childhood days with today's generation, we see that today the learning needs and learning styles of the kids are completely different. To meet these learning needs and styles, there is no particular approach or methodology which can be definitely said as a solution or pathway. Every child comes from a different background and has individual needs and interests. Keeping that in mind, educationists are constantly looking out for ways that are innovative.

Teachers come in together and brainstorm about a lot of things. They share with each other their experiences helping everyone. They collaborate to plan and reflect on their teaching and learning practices. Whether it is within the teachers from the same grade level or across the grades, everyone benefits from these meetings. These meetings are scheduled on a regular basis, wherein everyone shares their plans, experiences, challenges faced and innovative ideas. Many perspectives, strategies, resources and uses of technology, and knowledge are all readily available in these collaborative meetings.

IB educators also collaborate with educators working with different schools. SAIBSA, Job Alike sessions, social media platforms etc are a few ways where educators around the world collaborate. With Twitter, Facebook, WhatsApp, etc being on the tip of our fingers, it has become easy to communicate and collaborate with each other. It helps in understanding the sociocultural needs of people from different demographic regions.

As said by, Alexander Graham Bell, "Great discoveries and improvements invariably involve the cooperation of many minds." With all the other skills and knowledge, we educators collaborate to give our students the best.

Regards,  
Durgesh Jadhav  
PYP Coordinator

# School Philosophy - 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers regularly practised mindfulness. Their day usually began with practising mindful exercises under the 5 major domains which are mindful breathing, mindful movement, mindfulness through sensory organs, self-awareness and mindful thinking. Students discussed the benefits of mindfulness exercises and shared their personal experiences. Mindfulness exercises like Volcano breathing and bunny breathing were conducted in the assembly.



The school counsellor conducted a well-being session on "Listening and Speaking" where students discussed the impact of their word choice.

An experiment by Japanese professor Masaru Emoto was carried out where two jars of cooked rice were labelled "I hate you" and "I love you."

The students said harsh words to the "I hate you" jar and positive words to the "I love you" jar, and it was observed that the rice in the "I hate you" jar developed fungus while the "I love you" jar remained unchanged. This helped students understand the power of words.

# School Philosophy - 5 Developmental Pillars

## Core values

The core value for the month, 'Perseverance', was inculcated in various ways. The students discussed the meaning of perseverance and shared that perseverance is: "Patience and endurance. We exhibit patience in the face of challenges and endure hardship". They discussed the importance of perseverance in our life. Students and teachers shared their personal experiences. Students participated in different learning engagements like watching and listening to stories and reading books related to perseverance to inculcate the core value.



## Global Leadership .

The students 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 approaches to learning (ATL) and attributes of learner profile by organising assemblies, and by engaging in different learning experiences.



# School Philosophy - 5 Developmental Pillars

## Holistic Excellence

The students were taken for a field trip to the Botanical garden as part of the provocation task to help them extend their inquiry, under the theme of sharing the planet. They observed different species of plants, like trees, herbs, shrubs etc and came up with words like species, environment and biodiversity. Visit to the Botanical garden enhanced their curiosity.



## Stakeholder engagement

To bind all stakeholders together and instil in every child the responsibility to take ownership of their action/s, the feedback forms were shared with students, teachers and parents.

Students were asked to suggest activities and learning engagements for 5 development pillars of Mindfulness, Core value, Holistic excellence, Stakeholder engagement and Global leadership.

Teachers regularly made mentor calls to connect and collaborate to learn, grow and add value to the school culture to build strong relationships.

# Professional Development

## Design Thinking:

Design thinking is a problem-solving approach that emphasizes empathy, experimentation, and iteration in the pursuit of creating innovative solutions.

A design thinking session was conducted by Ms. Arshi Munawar – Grade 4 Homeroom teacher and Ms. Seena Nair – Grade 3 Homeroom teacher. This session enabled them to better understand their students' needs and perspectives. By taking an empathetic approach, teachers can gain insight into the unique challenges and needs of their students, which can inform the design of their lessons and curriculum.

Design Thinking encourages teachers to take a more experimental approach to teach. By experimenting with different teaching strategies and techniques, teachers can gain a deeper understanding of what works and what doesn't in their classrooms. Teachers will be open to iteration and feedback. This can help them to make more informed decisions about how to improve their teaching, making it more engaging and effective, which can ultimately lead to better student outcomes.

## Creativity in classrooms:

We had a PD session on 'Creativity in classrooms' to reflect on the importance of encouraging young learners to think creatively. The session was conducted by Ms. Jhansi Laxmi Depa and Ms. Thripura TNS – PP2 Homeroom teachers from the NNK campus. Teachers got an opportunity to work in collaboration with their team members and shared creative ways to take learning forward in the classrooms. They discussed the benefits of creative learning methods in the classroom as creativity promotes problem-solving skills, and the ability to focus, and allows learners to deepen their conceptual understanding followed by reflections.

## PYP Exhibition:

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. The session was conducted by Ms. Koyel Das and Ms. Debolina Ghosal – Grade 5 Homeroom teachers. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative. We shared ways students explore multiple perspectives, be independent learners, and are responsible for their learning to take action. We also discussed the purpose, key features, and different roles, the importance of the timeline of the PYP Exhibition. The team members also shared the importance of maintaining the student, mentor, and teacher journals followed by the reflections.

## 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 had a session with our IB PYP Principal, Ms. Anjalika Sharma where the team members were divided into various groups and were asked to design a provocation task, as well as learning engagements. They were also asked to share at least one resource for the given central idea. The team came up with their different perspectives followed by a group discussion.

We collaboratively discussed and concluded that learning engagements help students 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 the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

# Learning and Teaching – This Month

## Unit of Inquiry:

## Transdisciplinary Theme:

Sharing the planet

## Central Idea:

Biodiversity relies on maintaining the interdependent balance of organisms within systems.

## Lines of Inquiry:

- The interdependence of ecosystems, biomes and environment
- Impact of human interaction with the environment
- Consequences of imbalance within ecosystems

## Key Concepts:

Connection, Responsibility, Causation

## IB Learner Profile:

Inquirers, Risk-Takers, Thinkers

## Unit of Inquiry:

The students continued their inquiry on the importance of body systems discussing the impact of lifestyle choices. They were able to connect to a healthy lifestyle during the discussions and had various learning engagements related to the same. Students co-constructed the end-of-unit assessment and reflected on their learning by completing their end-of-unit reflection.

The students were introduced to the 5th unit of inquiry under the theme 'Sharing the planet'. They had their provocation and pre-assessment task to come up with the word biodiversity.

They researched and understood the meanings of ecosystems, biomes, and the environment.

# Learning and Teaching – This Month

## Transdisciplinary Language:

The students continued with their weekly spelling assessments and co-constructed the same to enrich their vocabulary. They made further transdisciplinary connections with cause and effect while discussing the effect of unhealthy habits on our body system. They practised identifying the cause and effect and framing sentences on the same.

The students continued practising the prepositions exercises. They explored conjunctions and its type. The students regularly read books and watched Ted talks on health and body systems. They inquired about the steps for procedural writing while discussing the working of different body systems and conducted research to know the steps of procedural writing.

## Transdisciplinary Math:

The students continued doing mental Math every day to revisit the concepts learned earlier. They solved sums based on all four number operations and practised word problems.

The students continued solving problems related to fractions and the number systems Indian and International Systems (Ascending and descending, comparing numbers, place and face value, expanded and standard form, predecessor and successor). While discussing human body systems and the impact of lifestyle choices on the body students connected with balancing equations.

Students also made connections with shapes and angles. They inquired about the properties of 2-dimensional and 3-dimensional shapes and learned to use the protractor to measure and construct angles.

# Learning and Teaching – This Month

## Hindi:

During the month, the students learned about Nibandh (essay writing) in class. They learned about the features of essay writing. They learned about different types of essays, their usage and evolution, as well as the difference between different essay forms. They practised essay writing following the features of essay writing. They learned new vocabulary and developed their writing skills.

## French:

In the month of January, the students revisited the regular verbs “ER, IR, RE” and learned to express time in French. Students learned new vocabulary and practised speaking sentences using the same.

## Spanish

In the month of January, the students learned framing sentences using “SER”, “TENER” and “ESTAR” in Spanish. They also learned to speak the names of different nations in Spanish.

## Telugu:

The students learned letter writing this month, and the guidelines to follow while writing essays. Further, the rules of essay writing were discussed by reading and listening to different types of essays. They also practised Ekavachanam-Bahuvachanam words. Students learned many new words meanings, antonyms and synonyms.

## Dance :

The students learned new vocabulary related to dance. They regularly practised body warm-up, body stretching and basic movements of a dance. It helped students perform a high range of movements in dance choreography (locomotors- and non-locomotors). They regularly shared their perspectives followed by their reflections.

## P.E.

In the month of January, the students investigated several techniques for starting a running race, such as crouch start and standing start. They practiced crouch start posture while working toward their running goals by demonstrating multiple methods such as "one forearm measurement" and "L T fist Knee."

# Learning and Teaching – This Month

## Music

The students explored Indian musical cultures and Western musical culture and understood the similarities and differences between them. They learned about the integration of different musical cultures and while learning so students learned about Fusion music. The students learned a new song, "Saa se sadhe sur" and learned to perform the same in a fusion music style. Students will be singing this song individually as a part of their assessment. They co-constructed the assessment task and success criteria too.

## Drama :

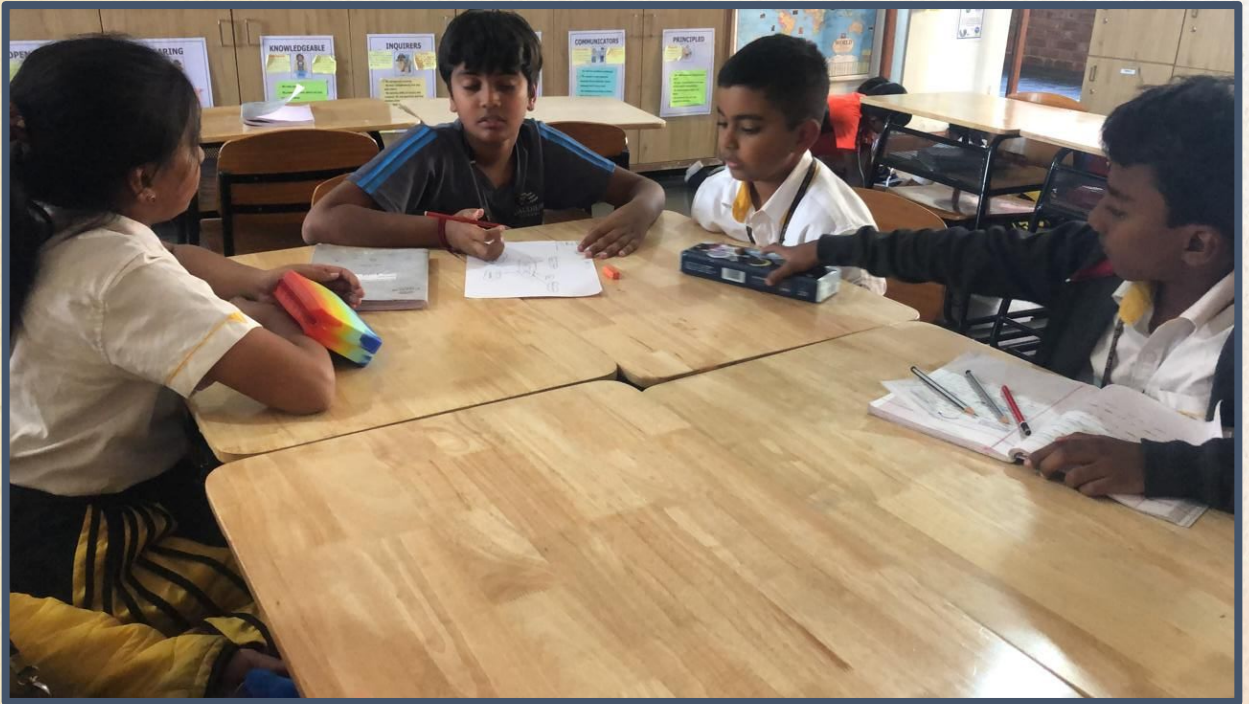
The students were rehearsing a "Mask theatre". They shared their ideas and collaborated with their peers. They learned about the improvisation of the skills related to drama like emotions, expressions, movements, etc. followed by their reflections.

## Art

The students observed and discussed Abstract Art from India and around the world. They discussed the features of Abstraction and the way of using elements of art with the individual artist's work. They discussed the meaning of Abstraction . The students created/ imitated Abstract art with the choice of different mediums and materials, they explored the uniqueness of using elements of art through the features and ideas of Abstract Art. The students explored different artists' styles and technic in the creation of their artwork. They list down the features of Western Abstract Art and explored the through their own creations.

The students discussed and explored the meaning of POP art, they identified the process and chronology, as well as the reason and connection with social life. They created their POP art with the understanding and exploring of different materials. The student explained the subject of POP art with the observation of artist work and will later create their own artwork.

# Learning and Teaching - This Month



# Learning and Teaching - This Month



# Learning and Teaching – Month Ahead

## Unit of Inquiry:

## Transdisciplinary Theme:

Sharing the planet

## Central Idea:

Biodiversity relies on maintaining the interdependent balance of organisms within systems.

## Lines of Inquiry:

- The interdependence of ecosystems, biomes and environment
- Impact of human interaction with the environment
- Consequences of imbalance within ecosystems

## Key Concepts:

Connection, Responsibility, Causation

## IB Learner Profile:

Inquirers, Risk-Takers, Thinkers

## Unit of Inquiry:

The students will inquire into the meaning of ecosystem, biomes, species, abiotic, biotic and environment. They will find the similarities and differences between ecosystems and biomes. Students will further conduct research on the characteristics of different ecosystems and biomes. They will share examples from different biomes and ways to protect biomes.

## Transdisciplinary Language:

The students will continue to practice procedural writing. They will make connections with the compound words while exploring the meaning of biodiversity. Further the students will make transdisciplinary connections with newspaper reports and essay writing while researching different biomes.

# Learning and Teaching – Month Ahead

## **Transdisciplinary Math:**

The students will continue to practise the construction and measurement of different types of angles. They will further explore the difference between area and perimeter and methods to calculate the area and perimeter of different shapes.

While discussing the factors affecting biomes students will make connections with factors and multiples. They will find factors and multiples of different numbers.

## **French:**

In the month of February, the students will learn the body parts with adjectives. They will practise introducing themselves and others in french.

## **Spanish:**

In the month of February 2023, students will learn to express time and body parts in Spanish.

## **Telugu:**

In the following month students will learn to write 'adventure stories'.

## **Hindi:**

The students will be introduced to Sakshatkar, poetry and story. They will co-construct the assessment task and criteria for their ongoing assessments.

## **Music:**

The students will be working on their portfolio where they will select a piece of music learning as evidence and write their reflection for the same. Further the students will create their own rhythm patterns using the classroom percussion instruments.

# Learning and Teaching – Month Ahead

## **Drama:**

In the month of February, the students would continue rehearsing for their Mask theatre play, and will explore more about the stages in theatre. They would continue to learn about various kinds of stages.

## **Art:**

The students will discuss the artworks of Modern art by Indian artists and other artists from different parts of the world. They will explore the meaning of the word 'Modern' in terms of Art.

## **Dance**

The students will work on demonstrations of different aspects involved in dance and the classification of different dance forms. They will choreograph dance performance using the dance form learned.

## **P.E.**

In February, the students will continue practicing their running technique as well as other throwing techniques, such as shot put throws, and jumping techniques, such as long jumps and standing broad jumps. They will talk about and discuss the importance of knowledge and skills in sports.

# Happenings Month Ahead

**February 1<sup>st</sup> – World Read-aloud Day**

**February 6<sup>th</sup> to 10<sup>th</sup> – PYP class photographs**

**February 13<sup>th</sup> to 17<sup>th</sup> – Health check-ups**

**February 21<sup>st</sup> – Mother Language Day**

**February 24<sup>th</sup> – Theatrical evening – Grade 2**

## **Our website:**

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

## **Events link:**

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

## **Learning blogs:**

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