



PRISM

Grade 4

Message from the Principal's Desk

Dear Parents,

Greetings!

I have often heard teachers and students talk about design thinking in the classrooms. They often discuss that in order to solve problems, we need to understand the experiences of others with empathy. We must look beyond superficial findings, and replace it with real understanding. It is important for us to feel connected to one another and feel valued.

In the land of the Maasai, in Southwest Kenya, there was a girl named Rebecca. Rebecca lived near a large national park, where there were golden lions, and big grey elephants. Rebecca's family kept cattle, sheep and goats and depended on farming for food for their animals. Rebecca went to school and helped her family care for the animals when she was home. One very hot day, Rebecca found her mother crying. "Our crops have been bad this year," she said. "Now our goats and sheep might die."

At school, Rebecca asked her teacher why there had been so little rain that year. "We have had many days without rain," said her teacher. "When we have no rain, plants cannot grow. Without plants to eat and water to drink, our animals die." Everyone in the class was quiet.



They were worried for their families, their animals, and their community. At the school library, Rebecca searched for information about rain. What she learnt was difficult. The whole world was getting hotter, and there was less rain. She learnt a new term: "Climate Change." Cars, buses and airplanes are making the air dirty. Trees are being cut down, and used to make buildings. And trash is buried in the ground. All these things are harming nature.

For the whole day Rebecca felt sad. What can just one girl do to help the whole world? Rebecca decided to talk to her teacher about what she has learned. "It is a big problem for the Earth," her teacher explained. "But there are some things we can do to help, like planting trees to make nature stronger."

As Rebecca walked home, it was hot and she stopped to drink from her water bottle. She couldn't stop thinking about the lack of rain, and how she could help her community. Then she had an idea. "I've learned so much about climate change," she thought. "It would help if everyone knew about this problem!" The next day Rebecca asked her teacher to give a lesson about the world's changing weather, and the damage humans were doing to nature. At the end of the class, Rebecca stood up. She asked everyone in her class to go home, and teach their parents about what they had learned. In just a few days, everyone was talking about how humans were harming nature.

One day, the Elders held a meeting to talk with Rebecca about what could be done to help nature. The elders discussed that the problem they faced was so big. And most of the harm to nature was happening in big cities, far away from their community. "Let's write a letter to the President of Kenya," one elder says. "He needed to know that we cannot live with no rain. Then maybe he will make changes to our laws to stop harming nature."

Rebecca took a letter and shared it with her classmates. They each asked their families to sign their name at the bottom to show their support. In Nairobi, the President read the letter from the Maasai community. He had many other letters, from other parts of the country. "I need to help Kenya protect nature," he thought. In the Maasai community, everyone agreed to plant a tree outside their home. Rebecca and her Mother dug a hole together, and put the seedlings in the soil.

At Rebecca's school, the head teacher talked to all the students. They asked Rebecca to stand at the front. "Protecting the environment is a big job - and everyone in the world has to help." The Principal said, "But we would like to thank Rebecca especially, for helping us learn and make a change. Imagine if we all helped our community!" Rebecca was so happy. She soon began thinking about what she and her friends could do next to help nature and her community.

(Acknowledgement / Adapted from-shoka.org/en-nrd/readers-become-changemakers?gclid=Cj0KCQjww4hBhCtARIsAC9gR3ajvrcefQvkD9UYtwQ4DiZB4e9r3A3h1j52FUFsBHWgsF6zHG_39bcaAhtqEALw_wcB)

Our grade 5 PYP Exhibition focuses on creating lifelong learners, who understand that empathy can be cultivated through observation and reflection. We must help people recognize and think beyond themselves. Many times, we forget to appreciate the little things that surround us and give our lives meaning. Changemakers see opportunity as they are driven by hope. We must encourage our students to be changemakers, who believe in themselves, ready to take up challenges and look for opportunities to innovate to be design thinkers.

Warm regards,
Anjalika Sharma
IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer season has set in, and along with the scorching heat comes the most awaited time for kids: summer vacation. Who doesn't love vacations? Everyone does! The longer days mean more time to play, learn, enjoy and have fun. Time to have our own day's routine, liberty to choose what we love the most to do, read books, learn something new, play sports for hours, travel etc., every individual has their own definition of the best summer break.



"Play is fundamentally important for learning 21st-century skills such as problem-solving, collaboration and creativity." – By American academy of paediatrics. Children need to play, especially outside, close to nature. It might be any play, just having free play time, solitary play, unparalleled play, group play etc. Playing has several benefits to it. It is beneficial for children's mental health and physical health. Children who are a part of outdoor activities are happier. Just an hour in the park, and you would observe the children trying out new things, being imaginative, making new friends, giving turns on the slide, being caring towards others, having small competitions with each other, balancing and coordinating, jumping and running and the list goes on.

"The more that you read, the more things you will have. The more that you learn, the more places you'll go." – Dr. Seuss. Summer vacation is also the best time to inculcate reading habits in children. Beginning with a book where their interest lies, a well-chosen genre per the child's likes and dislikes, and a book they can read and comprehend independently is what is required to start with. Having a family reading time, modelling it, talking about books, creating a reading space and decorating it together with them, gradually leading the small reading sessions into a daily habit. Reading habits help children in enhancing their vocabulary and knowledge and develop their imagination.

Melanie Jean Juneau says, "Kids need time to be bored; that is how creativity is born." We can easily compare the gadget-free days of our elder's childhood and the children using gadgets the moment they get free. Technology is a boon but also a bane. Nothing in excess is good. On the one hand, we often see children using phones, iPads, and television just as soon as they are a few months old; these are children who gradually get into a habit of screen time. Then there are children who have access to either no or a monitored and well-timed screen time. Children who play, indulge in physical activities, learn something new, get bored and enhance their skills versus the ones who sit in one place for hours, without even blinking their eyelids at times, watching things, learning and imitating behaviour and getting so engrossed that they hardly talk to people around them. Technology has its own benefits, but it's also important to use it for the right reasons. As rightly said by Albert Einstein, "Imagination is more important than knowledge." For a child who is bored, instead of providing an alternative, try and observe how creative he/she can be.

Children look forward to travelling to new places, talking about the history, culture, food, and attire, and observing things. This is one of the best times to create memories, learn from observing and having first-hand experience, make real-life connections, and, most importantly, learn useful skills and values. Their happiness after every trip can be seen every time they remember it and speak about it.

It's time for us adults to take a moment, not plan for but plan with our children what is best for them, understand what they really wish to do, travel, and spend time with them to build a stronger bond, especially with the extended family members. Let's turn this summer vacation into a time which is our children's time to have fun and enjoy and learn from experience.

Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students and teachers practice mindfulness activities as a part of their daily routine to enhance their concentration level, calm their minds and develop concentration. The students practised breathing exercises, Squish and relax, Flower Pose, and Dinosaur breathing and shared their reflections.

The students celebrated the International Day of Happiness on March 20th as part of their well-being. Students shared their happiness through writing, speaking, telling stories, and expressing themselves through drawings.



Core values

The core value for the month is 'Integrity'. The students understood the meaning of integrity and how they can imbibe the core value. They read books, watched videos, and shared real-life experiences. The students conducted their weekly assemblies and shared that integrity is an essential trait that is valued in every aspect of life.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

The students had a session about self-defence by Mr. Pottaraj Venkateshwar Rao, to learn the techniques and skills of self-defence.

The session was informative and engaging, which helped students develop self-confidence.

The students regularly read books and newspaper articles to further extend their inquire economic activities.

The students were given the opportunity to go for a family field trip to the supermarket to understand and explore goods, services and distribution.



Global leadership :

The students were given an opportunity to organize and lead class assemblies which helped them develop leadership skills and take ownership of their learning.

The students co-constructed essential agreements and assessment tasks, fostering a sense of ownership and engagement. The students collaborated with one another, identifying their areas of strength and areas for growth and engaging in discussions to determine the next steps towards achieving their goals..



School Philosophy- 5 Developmental Pillars

Stakeholder engagement:

We had the Student Led Conference (SLC). The purpose of the SLC is for students to accept responsibility for their work, reflect, discuss, and report the same to their parents. SLC is a learning process for the students that helps them understand how they operate as learners while developing vital life skills such as communication and organization.

The students shared their work, reflected, discussed, and reported the same to their parents. They shared their learning and the progress they are making in their learning both academic as well as co-curricular followed by their feedback. The students also shared their portfolios.

The Gaudium School celebrated International Women's Day by hosting an event that aimed to empower and celebrate women around the world. Dr. Anusha, a consultant obstetrician and Gynaecologist, was invited to speak on the importance of women's health and well-being.

The Gaudium School celebrated Women's Day, which was an inspiring and meaningful event that demonstrated the school's commitment to promoting women's health and well-being while celebrating the achievements and contributions of women around the world.

Learning and Teaching- This Month

Unit of Inquiry:

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,

IB Learner Profile:

Inquirers, Thinkers

The students continued with the design thinking process and looked at the ideate stage. They discussed the possible solutions and designed their prototype stage. They completed the design thinking journal and concluded the process by sharing the prototype with their peers.

The students began the new unit of "Economic Activity" with the provocation. They observed images, read articles, watched videos and came up with words such as Market, Economy, Products, Services, Entrepreneurs, Scarcity, Consumers, Goods and Services etc.

They discussed the connections between the words and framed open-ended questions to inquire in detail about supply and demand. The students read different articles and case studies to understand the relation between supply and demand.

They collected information about the factors affecting supply-demand, supply-demand curve, supply demand equilibrium, They were able to understand the interdependence of markets and economies.

Learning and Teaching- This Month

The students further made connection with the key concept "Function and Connection while discussing how supply and demand impacts the market economies. They inquired in detail about the laws of supply and demand.

During their research through reading books and newspaper articles they made connections to distribution channels, tracking systems, packaging etc.

The students explored situations/scenarios and case studies to develop a profound understanding of the laws of supply and demand. They collaborated and worked in groups to collect information. This helped The students to further understand the concept of economic activities.

Learning and Teaching- This Month

Transdisciplinary Language:

The students made transdisciplinary connections with alliterations, persuasive writing when they identified economic activity.

They made connections with cause and effect while discussing about supply and demand.

The students connected to prediction while inquiring about the scenarios of supply and demand.

The students learned persuasive writing that is understanding the audience, considering who the readers are, what their beliefs and values are, and how the argument will affect them. In this manner they learned the structure of persuasive writing.

They also made transdisciplinary connections with letter writing, while discussing the distribution of goods.

The art of letter writing, makes the students more effective communicators as they use the skills to build relationships, make a positive impression, and achieve goals.

Transdisciplinary Mathematics:

The students explored the difference between factors and multiples. They derived the methods to find the LCM of numbers.

While collecting data for understanding the relationship between supply, demand and price, students made connections with graphs where they learned to interpret the data from the line graph.

They gained an understanding of the relationship between price and quantity demanded. The students looked at demand curve, which showed how the quantity of a good in demand changes as its price changes. By using mathematical equations and graphs, students understand how changes in price, income, and other factors affect the demand for a particular product.

Learning and Teaching- This Month

French:

In the month of March 2023, The students revisited the irregular verbs with sentences. They learned the four forms of colour adjectives and some descriptive adjectives to describe physical characteristics..

Spanish

In the month of March 2023, The students learned about countries and nationalities, time expressions and body parts. They practiced framing sentences. They also revisited the verbs like "tener, estar" and "ser" in Spanish phrases.

Hindi

The students learned the features of biography and autobiography. They read various biographies and identified the features. They further wrote biographies and autobiographies.

Telugu

This month the students inquired into the Bravery poems. They learned the way to recite poem. They concluded that they need to learn voice modulation, memorization and pronunciation. The students learned to find meanings, rhyming words, nouns and adjectives for new words.

Drama:

In the month of March, the students created and rehearsed a mask theater performance. They collaborated and planned the performance. They also learnt how to develop a performance out of an idea. They also learnt about various skills related to drama like emotions, expressions, movement, voice modulation etc.

Dance:

The students choreographed the dance performance considering the elements like controlled use of movement, body shape, levels, pathways. They comprehended still and travelling moves, pause and play moves, and body isolation.

Learning and Teaching- This Month

Art:

The students discussed Buddhist Art and used the style and features to create their own artwork.

The students discussed Indian Modern Art/ British Period Art and created the artwork.

They explored the process of POP Art and developed ideas about the style and features of the art style. They created their own POP Art with the use of elements/artists' styles they observed.

The students discussed Folk art from different communities and explored the complex problem the artist community is facing (by watching the video and speech) as a part of their Design Thinking Process.

PE

In the month of March The students reflected on their goals for several skills, such as sprinting, crouch starting, and standing broad jumping. They reflected what helped them to develop their self-confidence in sports, as well as what they can do with their knowledge and skills. They co-constructed the task to show their learning. Students discussed after learning about sports what they feel and what they can do next with their knowledge.

Music

The students explored a fusion music style and understood the merging of Indian and western music styles. While learning about fusion music, students also learned a new song, "Sa se sadhe sur". Students also learned a new Mexican folk song, "La Bamba". Students will now learn to create their own rhythm patterns and perform in small groups. By doing so students will understand the process of composing music.

Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme: How we organize ourselves.

Central Idea: Economic activities rely on 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, connectin, responsibility

IB Learner Profile: Inquirer, risk-taker, balance, knowledgeable.

Unit of Inquiry:

The students will continue to explore and share their understanding of distribution channels, factors that affect distribution of goods. They will continue reading the case studies of different products and make real life connections.

They will move further to understand the rights and responsibilities of a consumer.

The students will further co construct their final assessment and share their understanding of the central idea.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

The students will continue with the practice of writing formal letters to a supplier/a customer.

They will continue learning predictions and cause and effect.

The students will connect to prediction when inquiring about the scenarios of supply and demand

They will also learn to write business letter, following certain conventions and guidelines.

This includes using a professional tone, addressing the recipient correctly, and providing clear and concise information.

They will also proofread the letter carefully to avoid errors and ensure that the message is clear.

In addition to this students will revisit the grammatical constructs such as Adjectives, Tenses, Verbs, Prepositions. They will also review writing genres such as Biography, Summary writing, paragraph writing, Poetry etc.

Transdisciplinary Math:

In the coming month, the students will learn simple algebraic equations. They will learn methods to solve equations.

The students will continue practising the concept of factors and multiples where they will learn to find the Highest common factor and Lowest common multiple. They will solve problems on Profit & loss and calculate percentages.

They will further make connections with data handling and learn about graphs and probability.

The students will revisit the concepts of Data Handling, Numbers, Measurement, Time, Fractions, Area and perimeter etc.

Learning and Teaching- Month Ahead

Telugu

Over the next month the students will learn describe the main points of the story with adjectives.

Spanish :

In the month of April 2023, the students will continue to learn seasons and nationalities and practise formation of sentences, time expressions, daily routine and describing physical characteristics in Spanish.. They will use their interaction and language skills in their daily communication .

Hindi:

In the coming month the students will continue practising biography and autobiography. They will revisit the the concepts learned and reflect on their learning.

French:

In the month of April 2023, the students will revisit to introduce themselves, and they will learn to express the weather in different seasons.

Learning and Teaching- Month Ahead

Music:

The students will understand the integration among the musical cultures. While learning, students will explore fusion music in detail.

The students will notice the similarities and the differences in different musical cultures and understand about the diversity in the musical cultures.

Art:

The students will explore the complex problems of the different communities producing Folk Art, and they will ideate the solution and try to solve the problem with design thinking.

PE:

In the month of April, the students will reflect on their learning in the unit and they will share their suggestions and experience about the unit. They will reflect on the skills demonstrated and developed ..

Dance:

The students will learn the techniques to choreograph dance steps. They will create a wide range of new and innovative dance steps.

Drama:

In the month of April, the students will be engage in final rehearsals of their mask theater. They learned about the stages in theater. They would learn about the various kinds of stages and their types.

Happenings Month Ahead

Grade 5 PYP Exhibition: Saturday, 1st April

Good Friday: Friday, 7th April

Graduation Day – PP2 & Grade 5: Saturday, 8th April

PYP Three Way Conference: Saturday, 15th April

Last Working Day: Friday, 21st April

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/>