



PRISM

Grade 4

Message from the Principal's Desk

Dear Parents,

Greetings!

Academic year 2022-23 has come to an end. Our students have worked hard inside the classrooms and participated in a range of learning opportunities outside as well. Often people around us talk about success and I wonder what it is. I read through these two short stories that answered these questions!

Once a man asked Socrates the secret of success- what is success? Socrates asked the young man to meet him near the river next morning. The young man came to the river next morning. Socrates was waiting for him. He asked him to walk with him towards the center of the river. When water got up to their necks, Socrates took the young man by surprise and ducked him into the water. The boy struggled to come up to the surface but could not do so. The boy tried his best, but Socrates was strong. He kept him inside the water till he turned blue. Just then Socrates took the boy out of water and the first thing he did was gasp a deep breath for air. Socrates then asked him- what did he want the most when he was inside the water. The young man replied - air. To this Socrates replied that when you want success as badly as you want air you succeed. There is no other secret to success.



Once a sage came to meet a king. The king was very busy and hence the sage had to wait. After a while the gate keeper called the sage and took him to the king. Upon entering the hall, the sage took off his hat and bowed to the king. Just then the king too took off his crown and bowed to him. Seeing this the king's minister asked him why he did so because the sage was a common man while he was the ruler of the kingdom. To this the king replied that the sage took his hat off to show his respect to the king, which is a virtue. If he did not take his crown and show his respect it would mean that the king is less humble and has no virtue in comparison to an ordinary man.

Adapted from-

<https://moralstories26.com/story-of-burning-desire-socrates/>

It is very important that we create this deep desire for success in our students, teachers and teams but also instill in them the virtue of humility and respect. Success with humility is very powerful. Humility helps you build trust with others. Humility helps learn. Trust and knowledge are two of the most important aspects of development and success. Humility reminds that there is someone behind us helping us and someone ahead of us guiding us.

As we look forward to the next academic year to unfold in June, 2023, we will continue to focus on greater success with humility and instilling core values in all our stakeholders to balance their inner as well as outer worlds to emerge as responsible global citizens.

Warm regards,

Anjalika Sharma

Head of School IBPYP

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer break is a much-awaited break for students worldwide, and understandably, they want to make the most out of it. For most students, summer is typically associated with relaxation, visits to the beach, and hanging out with friends. However, students can also use this break to be productive and learn new skills and gain experiences.

The best teacher for children is to experience things. Summer break allows students to constructively plan their day and utilise this time to experience and learn. Starting from planning their own day, organising their belongings, and contributing to household chores to learning a new skill everything is vital for students to experience and learn.

As adults, the more opportunities we give them to solve their own problems, experience unfamiliar situations, enhance communication and social skills, be creative, decide for themselves etc more our children become successful independent individuals.



In our own family settings, as adults, we can provide them with an environment where they learn to take on small responsibilities and become independent. Tasks like preparing your own bed, arranging toys, watering plants, etc might seem like small chores but help them learn organizational skills and become independent.

Summer breaks are also a time when we can prepare students for the upcoming academic session. Reinforcing and helping children with the learnt concepts keeps helps in building a strong foundation. Discuss and help them identify their strengths and areas of improvement to set goals for this summer break. Once SMART goals are set accordingly, the concepts which need their attention can be revisited.

To enhance their reading skills and build a strong reading habit, a few ways could be allowing them to set their own reading corner, picking books from their favourite genre to start with, having family reading time, being inquisitive and asking about the books to know their comprehension and how far have they connected with the books etc. Initially, spending 15 mins every day without a miss can also do wonders.

Writing skills come naturally to some and for some children, it is a task. For children, the initial writing task needs to be fun. For toddlers, using thick crayons to thin crayons and then to pencils, writing in a tub filled with water or sand, using fingertips to understand formations, plucking leaves, sorting grains, etc is a great start. As they grow allow them to share their thoughts, and write whatever they wish to, something from their interest areas or experiences. At this moment it is important that we just encourage them to write. Then introduce them to re-read their own piece of written work, gradually, letting them know the spellings, use of vocabulary, sentence construction etc. It is a good idea to introduce them to different writing strategies, for instance, ARMS (Add, Remove, Move, Substitute), and COPS (Capitalization, order, punctuation and spelling).

Mathematical concepts are best practised when associated with real-life connections. Asking children to calculate the cost of their shopping, associating time with their own schedule planning, helping them maintain the waking and sleeping hours, talking about speed distance from one place to the other while travelling etc are all great ways to build their mathematical concepts.

Sharing our life experiences, travel experiences about different places, and initiating talks about the environment, plants, animals, geographical locations, places, culture, arts, music etc is also a way to help them learn new things. It also helps in bonding with them.

In conclusion, although summer break may be associated with relaxation and entertainment, children should be provided with opportunities to remember the value of the break and to build their future.

Wishing a very memorable and enriching summer break!

Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students and the teachers have been practicing mindfulness every day. As a part of the mindfulness activity, the students practised heartbeat exercise, hissing breath, squirrel pose and mandala art.

They also engaged in self awareness wherein they reviewed their goals. As part of mindful thinking, the students explored to maintain a gratitude journal. To show thankfulness, they wrote gratitude letters to their dear ones.



Core values

The core values are an integral part of learning. The core value for the month is "Integrity". Students shared that integrity means acceptance and responsibility, we accept what we do and take responsibility of our actions.

Teachers and students shared their experiences in the classroom and in assemblies. They shared real life examples where they demonstrated integrity through their actions.

School Philosophy- 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, the students continued reading books in library and classrooms. The students went on a family field trip with their family members to supermarkets to deepen their understanding of the unit of inquiry economic activities under transdisciplinary theme- How we organize ourselves. The students observed the various products available in the store and procedures for buying and selling. Students practised and performed mask theatre. They skit was connected to the UN sustainable goals. They shared their understanding and importance of UN sustainable goals through the skit.



Global Leadership:

The students discussed ways they could take action to create a sustainable world. They developed a deeper understanding of global issues and explored ways to take action towards creating a more equitable and sustainable world during their inquiry on economic activities.

They continued to take ownership of their learning by setting learning goals, sharing reflections, and identifying areas of strength and improvement. They continued to develop and demonstrate ATL and attributes of learner profile during assemblies and while preparing for grade 5 graduation day.



School Philosophy - 5 Developmental Pillars

Stakeholder engagement:

The Gaudium School celebrated the learning of the young students from PP2 Nanakramguda campus, PP2 Kollur campus and Grade 5. This event marked a significant milestone in their academic journey and the stakeholders took great pride in having played a role in their growth and development.

We had a three-way conference that helped the stakeholders to meet, reflect and understand the academic journey embarked upon and share any specific inputs to help us progress further.

The "All-Hands Meet" was conducted where the school achievements and long-term plan were shared with the staff followed by the felicitation of the staff members for their achievements.



We had a session with Dr. Rammohan Reddy, a senior consultant in Trauma & Orthopaedics, lower limb arthroplasty, and sports injuries with 30 years of dedicated patient-centric practice, and with Dr. Mallikarjun, a Robotic Surgeon and Urologist for the staff's well-being.

We had an interactive session with Dr. Divya Devalupally on 'The Teenage Brain' and 'Dealing With ADHD in the Classroom'. She also addressed the staff on work-life balance which included the professional work ethics and attitudes.

Professional Development

Reading Sessions:

Learner Agency:

Implementing Agency sessions 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. We shared how the students take initiative, express interest and wonderings and make choices to achieve their goals.

Learner Profile:

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional, and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active, and caring community members who respect themselves, others, and the world around them.

We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action. We also shared a few examples of how these attributes are connected to learning goals, actions, self-assessment, etc.

As a team, we read and reflected on how the attributes of the learner profile are connected to transdisciplinary learning. We shared our perspectives on how the attributes of the learner profile are developed and revisited through the units of inquiry through subject-specific investigations and how are they documented on PYP planners as a part of the collaborative planning process.

PYP Exhibition:

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

Professional Development

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 discussed and shared various learning engagements that worked well in our classes to understand the same.

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 various learning engagements that worked well in the classrooms 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. We also shared our perspectives on how an inquiry helps to facilitate the development of the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

The Early Learner:

Teachers support students in developing social-emotional competence because this connects to children's emotional well-being and their ability to adapt to new environments and form successful relationships throughout life. We discussed how the teachers support learning by planning and giving uninterrupted time for play, building strong relationships with students and their families, creating and maintaining responsive spaces for play, and offering many opportunities for symbolic exploration and expression with real-life examples.

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:

Principled, Knowledgeable, Inquirers,

Unit of Inquiry:

The students continued their inquiry on economic activities. They explored the connection between demand and supply to for the equilibrium in the market.

They read case studies of different products like Maggie , Masks and sanitizers and explored changes in demand and supply of various products .

The students also explored the rights and responsibilities as consumers and their importance.

They shared the real life examples of the same.

The students further co -constructed the end of the unit assessment and shared their conclusions. They shared that economic activities involve exchange , consumption and services and its important for the consumer to understand their roles and responsibilities.

Learning and Teaching- This Month

Transdisciplinary Language:

The students made connections with persuasive writing while discussing different goods and services that are available and how they are distributed. They did research on persuasive essays and made a checklist for how to write them effectively. They also reviewed adverbs and their different types. To understand the effects of price on demand and supply the students read real-life scenarios and came up with "prediction". The students were given pictures, shown videos, and read articles to predict, and they shared real-life situations that they can predict in their daily lives. Additionally, the students practised writing predictions

Transdisciplinary Math:

As the students discussing about buying and selling commodities, students made a connection with money and how market makes a profit or a loss. They researched how to calculate profit and loss, and what "selling price" and "cost price" mean. When they inquired about the law of demand and supply, the students also learned about different types of graphs. The students made connections to bills and had various learning engagements related to the same.

They practiced analyzing and making single line double-line graphs and pie charts to show information. They also worked on solving Math problems that involved unitary methods.

Learning and Teaching- This Month

Hindi:

The students revisited concepts they explored . They practised counting in Hindi . They also completed their end of the unit assessment and shared their conclusions. They practiced writing biography and essays .

Telugu:

This month the students spend their time revisiting concepts learned so far. Along with this they concentrated on 'poetry reading' for their pronunciation development.. The students were encouraged to recite poems.

French:

In the month of April 2023, the students revisited "ER-IR-RE" verb constructions. They also learned the irregular verbs construction and their used them to frame sentences.

Spanish:

In the month of April 2023, the students learned directions, prepositions, seasons, weathers and revisited "ER-IR-RE" verb constructions. They also learned the irregular verb constructions.

PE

The students completed their end of unit assessment.

They shared their self reflection on the subject specific skills developed this term.

Drama

The students prepared for their final performance on mask theatre . They collaborated with their classmates and gave presentation.

The students self reflected on the skills developed during the term.

Learning and Teaching- This Month

Music:

The students explored the process of creating rhythm patterns through body percussion. Students understood that rhythm can be created by using anything around and even by using our body. After that students learned to sing a new song, "We are the world" by Michael Jackson. Students learned the context behind the creation of the song and they also understood the meaning of the lyrics. Students enjoyed learning this song a lot.

Dance:

The students completed their end of unit assessment.

They shared their self reflection on the subject specific skills developed this term.

Art:

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

The students developed their idea and made the prototype as a group or individual task.

the students made a choice of task for their unit assessment with the choice of tool as a reflection of their learning journey of art in grade 4.

Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Happenings Month Ahead

School reopening dates – Nursery to 5

Grade 3, 4 and 5 – Wednesday, 14th June 2023

Grade 1 to 2 – Monday, 19th June 2023

Grade Nursery, PP1 and PP2 – Wednesday, 21st June 2023

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/>