



# P R I S M

Grade 4  
August, 2023

# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers have been involved in various mindfulness activities like balloon breathing, mindful walking, sense countdown and awareness of feelings and emotions.



## Core value

The core value for the month, 'respect', was inculcated in various ways. The students discussed the meaning of Respect and the shared keywords for respect. They discussed our meaning of respect which is admiration and regard." We admire the qualities and regard the achievement." Students watched short videos and read stories on respect. They created admire cards to show respect toward others. They played different games related to respect. The students also shared their views about the same in the assembly.

# School Philosophy – 5 Developmental Pillars

## Stakeholder Engagement

The Gaudium School held its magnificent Investiture Ceremony with much enthusiasm and pride. This annual celebration, which not only honoured and installed the student leaders but also highlighted the schools emphasis on global leadership education, marked an important turning point in the academic year, our parents, guardians, and friends joined us in celebrating the accomplishments of our student leaders during the Investiture event.

On August 15, Independence Day was celebrated at school. The school community came together with great pride to honour past sacrifices and foster aspirations for an equitable future



National Sports Day wasn't just about competition; it was a celebration of our shared passion for sports and the values they instil in us. On August 29, we came together to celebrate the joy of physical activity, teamwork, and the universal language of sports on National Sports Day. This day provided an opportunity to unite as one community, transcending borders and cultures through the power of athletics.

# Message from the Head of School – IB PYP

Dear Parents,

Greetings from The Gaudium!

We are well settled into the new academic year and continue with our learning journey ahead!

In our daily schedule of work, we often miss wondering and inquiring about things that we see around us. I was recently reading a short story which lead me to connect inquiry to being an integral part of our lives.

Once upon a time, the tortoise used to follow a set of children to visit an elderly woman who lived in a remote village. One day, the children were invited by the woman to spend the night with her. The tortoise decided also to go with them. The woman entertained the children with songs and stories.

Everyone was excited as they volunteered to help the woman do her house chores. While some swept, others were busy dusting, cleaning and washing. After the activities, everyone was tired because the woman's compound was large. The woman then presented the children with plates of porridge in appreciation of their efforts. The porridge was delicious and everyone asked for more. The old woman made sure everyone was satisfied. But the tortoise, even though was given extra, was not happy after all.



While everyone slept, the tortoise went secretly to the kitchen where the pot of porridge was kept. He sat down and started eating. The sound of the cover of the pot woke up the old woman who thought a thief had entered the house. She went into the kitchen with a pestle and started hitting the tortoise on his back. At first, the tortoise did not say a word, but when the woman had already broken his backbone, he had to voice out that it was him.



# Message from the Head of School – IB PYP

All the children later woke up and blamed the tortoise for his behaviour. The tortoise had to return home with a broken back. That is why, till today, the back of the tortoise remains broken, and he has to walk slowly.

(Acknowledgement-

<https://anikefoundation.org/african-folktales/the-tortoise-and-the-pot-of-porridge>)

Inquiry-based learning encourages students to think critically about the information they are presented with. They are asked to question the information and develop their own solutions. When students are given the opportunity to explore a problem independently, they often come up with creative solutions. But most importantly it helps connect learning to the real world. It encourages students to develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

We, at The Gaudium School, continue with our learning journey following inquiry as our leading pedagogy, encouraging students to identify problems, seek information, gather data, interpret, share and draw conclusion to predict the possible solution.

To support inquiry learning at home, make simple changes. You can have an inquiry table with objects from around the house to spark curiosity instantly in your child. Allow him/ her to observe what's around them. Taking walks and playing in the park, are some fun ways to observe, and be mindful of the world around them. You can be a co-learner with your child to increase his / her engagement. Co-learning provides great opportunities to take ownership of their curiosity and seek new information.

Looking forward to our continued collaboration!

Warm regards,

Anjalika Sharma

Head of School-IBPYP



# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings from The Gaudium!

The past month has been incredibly exciting at our school as most of our students have experienced the path of "What it means to be a leader?"

We believe leadership is a skill that can be nurtured. One of the key developmental pillars of our Happy Mind Model is Global Leadership. For us, Global Leadership is far beyond the traditional conceptions of authority and influence. It includes a holistic development approach that focuses not only developing academic skills but also personal growth, with key values like honesty, empathy, and cultural awareness at the forefront. This leadership paradigm incorporates mindfulness and well-being, understanding that self-awareness and mental health are necessary for effective decision-making. To nurture our students into global leaders, our students of Grade 5 went through a rigorous selection process where each student's voice was heard. Students were selected to serve as sports, cultural and house prefects.

Some of the engagements that our students will be participating and developing the leadership skills are



We explicitly give our student council members the opportunity to grow in the IB's seven leadership (link)competencies and become self-directed learners. They participated in a 'Student Council Leadership Training Camp' led by Capt. Mohit Tomar focused on developing strategic planning, cultural capability, Entrepreneurial capability, reflective capability and many more.

**Student Led Events:** Students will be empowered to plan and organize events such as cultural celebrations, sports events etc.

# Message from the PYP Coordinator's Desk

**Student Led Assemblies:** Students will be taking up the responsibilities of leading assemblies and celebrating the achievements of individual students or school as a whole.

**Student Mentoring Programme:** Members of the student council will be involved in mentoring programmes where they will be mentoring and providing academic, social, and emotional support to our young students.

Along with the above-mentioned engagements, our students will be part of the regular meetings with various stakeholders, which will serve as a platform for open communication, fostering a collaborative environment in which students will share their suggestions or concerns in order that the school is aligned with the diverse needs and perspectives of various stakeholders and ultimately contributing to the school's growth in all aspects.

The path to leadership is paved with a variety of experiences. experiences that are joyful and challenging at the same time. I still recall those times when I first took up the leadership role as a 'Team Leader'. Journey from a team leader to 'PYP Coordinator was of-course not easy. I would give credit to my mentors and to the culture that helped me to strive as a leader. Our large school community has many leaders with rich experiences who can guide and mentor our young students. Our school culture resonates the values of leadership for learning. Our students could translate our vision into action.

I wish all the best to all elected members of the student council 2023-24!

Looking forward to our continued collaboration!

Warm regards,

Meera Chhabria

IB PYP Coordinator



# School Philosophy – 5 Developmental Pillars

## Holistic excellence

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. They watched a video about table manners and dining etiquettes. Students also made lemonade with an emphasis on the importance of safety in the kitchen during the life skills session. It developed practical skill and provided our students a platform to explore their curiosity and problem-solving abilities. They carefully squeezed fresh lemons, measured sugar, salt, and water, and mixed the ingredients in a large container.



## Global leadership

Students organized and conducted their weekly assemblies as part of the global leadership pillar.

Students attended the investiture ceremony conducted by The Gaudium school for the academic year 2023-2024. This ceremony was graced with the presence of our honorable Founder and Director Ms. Keerthi Reddy, CEO Mr. Ramakrishna Reddy, and our Heads of school, Ms. Anjalika Sharma and Ms. Sudeshna Chatterjee .





# Professional Development

## Curriculum:

The new team of the PYP teachers had an interactive session with **Ms. Anjalika Sharma, Head of School – IB PYP** about the IB curriculum framework. The IB education provides an overview and explanation of our educational philosophy. It explains how the IB mission and philosophy shape and drive the 4 programmes – IB Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). The four foundational and interrelated elements that are central to all IB programmes-

1. International-mindedness
2. The IB learner profile
3. A broad, balanced, conceptual and connected curriculum
4. Approaches to teaching and learning

An IB education fosters international-mindedness by – Reflecting on own perspective, culture, and identities, as well as those of others, through multilingualism encourages a focus on global engagement and meaningful service to the community. IB programmes offer a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum. Students explore six transdisciplinary themes of global significance: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; sharing the planet.



# Professional Development

## Approaches to Learning (ATL)

The teachers attended a session lead by **Ms.Meera Chhabria, PYP Coordinator** on -Approaches to learning (ATL) . The session was grounded in the belief that learning how to learn is fundamental to a student's education. Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry. By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners. Self-regulated learners are agents of their learning.

They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on the achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary



# Professional Development

## Play :

This professional development session was conducted by **Ms. Ameer Unnissa – IB PYP – Associate Coordinator**. Play is highly adaptive, involves choice, promotes agency, and provides rigorous opportunities to inquire into important concepts and personal interests. Through play, children actively construct meaning from their interactions with their physical and social worlds. Teachers interact with students while observing, monitoring, and documenting their learning. During uninterrupted time for play, teachers initiate a range of intentional learning experiences, offering support and feedback when needed. Teachers in the PYP early years support play through:

- creating and maintaining engaging learning spaces
- scheduling uninterrupted time for play in both indoor and outdoor spaces
- noticing students' emerging thinking processes, interests and theories, and responding in ways that extend learning
- monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups.

## Classroom Strategies:

**The ILD team – Ms. Nainitha Dhulam, Ms. Hadiya, Ms. Prutha, and Mr. Satish** conducted a session on the challenges faced by teachers in the classrooms and strategies to deal with student's needs

# 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. **Ms. Jyothi Bhatt, Grade 2 – Homeroom teacher** conducted the session for teachers new to the PYP. 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. The PYP identifies seven key concepts that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning. Together, these key concepts form the component that drives the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

## Action in PYP:

Action in PYP was conducted by **Ms. Nishita, Grade 4 – Level Lead**. 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 the 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.





# 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 led **by Ms. Seena Nair – Grade 4 Homeroom teacher and Ms. Rashi Karnatak, Grade 5- Level Lead**. Design Thinking encourages teachers to take a more experimental approach to teaching. Design thinking is a collaborative process and a human-centered approach to problem- solving that is innovative, iterative, and practical. Design thinking brings the IB's mission – to develop inquiring, knowledgeable, and caring young people who create new ideas to solve real-world issues. It provides students enough time to think, observe, experiment, test, re-design, reflect, and celebrate their innovations. Design thinking helps students to come up with sustainable solutions and strengthen our student-led inquiry which helps them to develop approaches to learning and teaching. We ended our session by sharing a few classroom examples where the students came up with their innovative ideas.

## Storytelling:

The session on art of storytelling was conducted for the teachers of Early years by **Ms. Zehra Sultan, subject lead – English**. The objective was to reinforce how facilitators can structure, craft, and deliver spin-amusing tales using diverse tools and techniques. It was a creative session with enriching hands-on and mind-on activities. The workshop intended for the participants to strengthen their knowledge about storytelling which not only evokes literacy skills, it embellishes cognitive, social, and emotional development. Therefore, this engagement must be turned into a memorable narrative with a creative setting, interesting characters, and a thrilling plot.

# Professional Development

## Learning Environment & Collaboration:

A session on “Learning Environment” and the collaboration was conducted by **Ms. Praveena, Grade 3 – Level Lead, and by Ms. Amara Vijayan, PYP – Associate Coordinator.** The session focused on providing opportunities for children to interact with each other and a range of materials. A learning environment is the context in which learning happens. It occurs in environments that promote collaboration and a shared sense of purpose and belonging. It also inspires creativity and innovation. Learning environments include pedagogy, safety, social and emotional well-being, as well as the virtual and physical spaces where learning occurs. Collaboration supports the learning community in understanding how the expertise and perspectives of individuals contribute to the fusion of knowledge and discoveries. Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives
- engagement with ideas different to one’s own
- respect for the contribution of other subjects to the inquiry
- appreciation for rigour in debate and discussion
- appreciation for collective interpretation and reinterpretation of knowledge.

## Oxford Reading Tree (ORT):

ORT helps students to develop oral language skills, prediction, sequencing, ability to relate to the pictures, understanding the story structure, vocabulary, etc. The session on ORT for the teachers of early years and grade 1 was conducted by **Ms. Zehra Sultan, subject lead – English.** We collaborated and discussed how to ask questions, encourage reading every day, introduce the characters, etc. We ended the session by discussing the importance of shared reading, guided reading, and independent reading through a few classroom examples. We also discussed the importance of reading comprehension and how it helps in students learning followed by sharing a few strategies.



# Professional Development

## Jolly Phonics:

The teachers of Early Years and Grade 1 had a session on Jolly Phonics with **Ms. Meera Chhabria, PYP Coordinator**. Jolly Phonics is a scientific way to teach reading and writing, fun to teach and suitable for young children, Blending and segmenting are taught alongside, extra practice sessions using word boxes, word strips, etc. giving a tremendous amount of practice, and the majority of students learn through Jolly phonics reportedly learn to read and write at a very early age; thus, it is a fast-paced program, helpful with spelling development, students' confidence and fluency in reading increases. The basic skills include learning the letter sounds, learning letter formation, blending (for reading), identifying the sounds in words (for writing- segmenting), and tricky words. We ended our session with the importance of learning the letter sounds, vowel sounds, and types, and steps to introduce a letter.

## Planning Grid, DUP & Portfolios:

The new team members had a session on the importance of Daily Unit Planning (DUP), weekly grid, and the importance of portfolio conducted **by Ms. Amara Vijayan, IB PYP - Associate Coordinator**. The daily unit plan and the weekly grid helps them to collaborate and plan the learning engagements based on the conceptual understanding, reflection strategies, key concepts, ATL, learner profile, etc. The portfolio helps students to demonstrate their journey of learning and to reflect on the same, enable their voice, choice, and a sense of ownership of their learning, monitor and record progress, showcase evidence of learning and conceptual understanding over time, and progressive development of ATL and the attributes of IB learner profile.

# Learning and Teaching – This Month

## Unit of Inquiry

Transdisciplinary Theme:

Where we are in place and time

**Central Idea:** Evidence of ancient civilizations facilitates people to make connections with present day societies.

## Lines of Inquiry:

- Characteristics of civilizations and societies in
- Relationship involved in collecting, analyzing and validation
- Connection between past, present and implications for the future.

**Key Concepts:** Function, Connection, Causation

## IB Learner Profile:

Communicators, Thinkers, Inquirers

Students started their inquiry under the theme “Where we are in place and time”. They did the provocation task where they watched a video, saw a few images and read an article. They further discussed and shared their common understanding about the stations and came up with words like ancient, history, civilization, Society etc.

Students further co-constructed the definition for the words civilization, history, civilize and civil .

They inquired about the origin of civilizations, their characteristics, and listed the different types of civilizations.

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# Learning and Teaching – This Month

## **Transdisciplinary Language**

The students started with their weekly spelling assessments and co-constructed the same to enrich their vocabulary.

While inquiring about civilization, students shared about the origin of civilization. Through this, they connected with the concept of 'Root words' and shared their understanding on it.

They made connections with question words while framing questions for their research. They connected to the key concepts while framing the research questions.

## **Transdisciplinary Math**

Students started their day with mental Math practice, regularly to revisit the concepts learned earlier. They revisited the concepts such as addition, subtraction, multiplication, division etc.

As the students discussed about the civilizations, they made transdisciplinary connection with timeline and how it is used.

They further made connection with Roman numbers, calendar and elapsed time while discussing about different civilizations. When the students inquired about civilization they also made connection with time, directions and distance.



# Learning and Teaching – This Month

## French

Students learned alphabets, how to ask and spell their name in French. They learned to introduce their family members by name, age, place and profession.

Students learned grammar like definite articles (le, la, l', les) and possessive adjectives MY-mon-ma-mes, YOUR-ton-ta-tes, HIS/HER-son-sa-ses" and verbs like "etre and avoir".

## Telugu

This month the student learning was related to stories. They were introduced to and practiced 'periods' through historical stories, adjectives through modern stories and the descriptions of the respective characters. They did learning engagements based on short paragraphs.

## Hindi

Student focused on exploring different forms of Literature through mind maps and discussions. They inquired into poetry, reciting poems and identifying rhyming words.

They are inquired into nouns and their types, as well as adjectives and their forms through engaging activities and real-life examples. To reinforce their learning, students practiced identifying nouns and adjectives in both poems and stories.

## Spanish

Students learned the alphabets and how to ask and spell their name in Spanish. They also learned to introduce their family members by name, age, place and profession. They learned grammar like definite and indefinite articles (EL, LA, UNAS ..... ) and personal pronouns YO, TU, ELLOS..... .



# Learning and Teaching – This Month

## Art

Students discussed the images of– Altamira and Bhimbetka cave art. They recognized the style and features with timeline.

They created an artwork with the choice of art style and subject.

Students co-constructed the task and tool for the assessment and did the peer assessment for the same.

Students observed the artwork for Indus valley civilization and discussed timeline, purpose and forms. They created an artwork with exploration of Indus valley style of art.

## PE

Students did the self-continuum for athletics. They explored short distance events in athletics 100m, 200m and 400m.

Students did the research on starting point and finishing point of short distance events in athletics. They learned about different variations of crouch start.

Students were given the timing of athletics short distance 100m, 200m and; 400m. They will explore and practice the baton exchange in relays for track events.



# Learning and Teaching – This Month

## Music

Students continued to learn the song 'Epo-I-Tai Tai E' with focus on the elements of music and reflected on the importance of singing in rhythm.

Students discussed rhythm and the commonly used time signatures in music 4/4 and 3/4. They learned to identify the time signature of a song and revisited steady beat and pulse.

## Drama

Students learned 'script writing'. During these lessons, students were engaged in various kinds of games, improvisations, role plays, and scene-work related to Script Writing. They were engaged in pairs, group or individual learning engagements as per the requirement of the class. They developed their performance as well as approaches to learning skills. Students were aware of how to reflect after or during the learning engagement and understood the importance of reflection.

## Dance

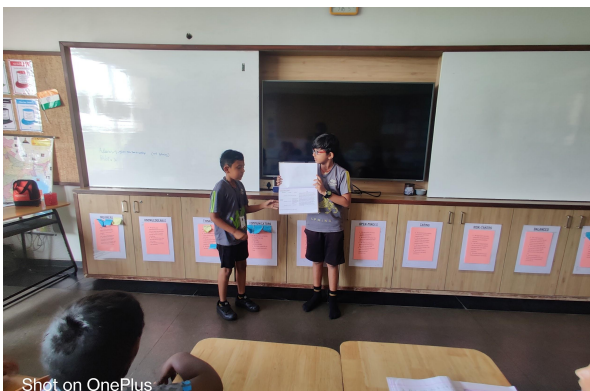
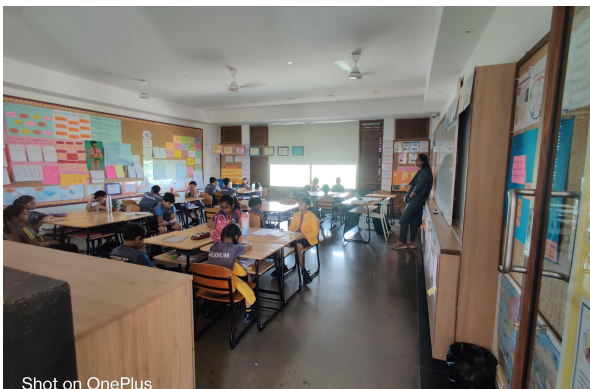
### FREESTYLE

Students did body isolation through body warm-up, body stretching and basic movements of dance which helps them to perform high range of movement (locomotor- and non-locomotor).

- Bounce legs movements.
- Body hops.



# Learning and Teaching - This Month



# Learning and Teaching – Month Ahead

## **Transdisciplinary Theme:**

Where we are in place and time

## **Central Idea**

Evidence of ancient civilizations facilitates people to make connections with present day societies.

## **Lines of Inquiry**

- Characteristics of civilizations and societies
- Relationship involved in collection, analysing and validation
- Connection between past, present and implications for the future.

## **Key Concepts**

Function, Connection, Causation

## **IB Learner Profile Attributes**

Communicators, Thinkers, Inquirers

## **Unit of Inquiry**

Students will continue to explore the relationship involved in collecting, analyzing and validating their findings.

They will collect information regarding the process of collecting, analysing and validating evidences.

Students will make the connections between the past, present and implications for the future. They will discuss the present-day living is greatly influenced by the existence of past civilizations.

They will also co construct their end of unit assessment.

# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will make connections with tenses as they connect between the past, present and implications for the future. They will discuss and identify different types of tenses. They will co-construct the assessment to assess their learning.

Students will further write a report or journal of their findings, analyze and investigate their research work, and share their findings through journals or report writing.

## **Transdisciplinary Math**

Students will make the connections with measurements (distance) and explore the different units and their usage in past civilizations and present real life.

They will learn to convert one unit of measurement to the other unit of measurement.



# Learning and Teaching – Month Ahead

## Hindi

Students will be encouraged to read and share historical stories, which serve as inspirations, showcasing the limitless potential of human achievement. During this time, they will discuss various elements of a story, including title, characters, settings, time periods, objects, descriptive words, problems, and morals.

## Spanish

Students will learn the four forms of nationalities and their countries. In addition to this, they will learn the prepositions for countries like “EN, DE” and the regular verbs like Vivir, Hablar, VISITAR – irregular verb “IR, SER”. They will use thinking skills and communication skills to express oneself and others in Spanish.

## Telugu

Students will be introduced to poetry and practice ‘poetry’ related to their real life, Bravery and adventure.

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## French

Students will learn the four forms of nationalities and their countries. In addition to this, they will learn the prepositions for countries like “en, au, aux, à” and the regular verbs like habiter, visiter, parler- irregular verb “aller”. They will use thinking skills and communication skills to express oneself and others in French.





# Learning and Teaching – Month Ahead

## Music

Students will be introduced to the elements of music ‘melody’ and ‘pitch’. They will continue to practice the song ‘Epo-i-tai-tai and sing individually and in unison. Students will revisit rhythm and time signatures.

## Dance

Students will work on their improvisation skills in movement creation. They will demonstrate:

- improvisation skills to find a range of new movement possibilities for the dance style.
- High range of movements.
- Body vibration and body hops.

## Art

Students will observe folk art from India and around the world- China, Europe, Australia and list down the similarities and differences between any 3- 4 folk art forms.

Students will describe the word- folk- where have they heard this word before? How is it connected to them?

Students will share a folk art that they have engaged with in the past and will be given to use it to show any of their real life experience.

## Drama

Students will move towards making or choosing a story to turn it into a script. They will either create their own story or choose one story from folktales. Then, using theatre games and exercises, they will create or write the dialogues of the story in groups. This will help them develop their collaboration skills, creativity and imagination at the same time.

## PE

Students will explore and practice the baton exchange in relays for track events. They will do the self- continuum. Students will explore the field events in athletics (Shot-Put and Long Jump).



# Happenings Month Ahead

Events	Date
Teacher's Day	5 <sup>th</sup> September
Krishna Ashtami - Holiday	7 <sup>th</sup> September
International Literacy Day	8 <sup>th</sup> September
International Mindfulness Day	10 <sup>th</sup> September
Field Trip - Grade 4	11th & 12th September
PYP – 1 <sup>st</sup> Student Led Conference (EY to Grade 1)	16 <sup>th</sup> September
Vinayaka Chaturthi Holiday	18 <sup>th</sup> September
World Gratitude Day	21 <sup>st</sup> September
International Day of Peace	21 <sup>st</sup> September
Miladun Nabi / Ganesh immersion holiday	28 <sup>th</sup> September
PYP – 1 <sup>st</sup> Student Led Conference (Grade 2 to 5)	30 <sup>th</sup> September

## Our website:

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

## Events link:

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

## Facebook : For daily updates please like the page.

<https://www.facebook.com/thegaudiumschool/>

