



P R I S M

GRADE 4
September 2023

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

It is truly amazing to see our students try new ideas, share different and diverse perspectives and willingly share their creativity. Often we brush aside and call off new ideas of change or challenges thinking they would not work or be feasible. Recently I read a short e-story on similar lines

In 1295, Marco Polo returned from a 24 year trading epic to China. His trip had taken him 14,000 miles (25,000km) around the world, from his birth town of Venice, through Baghdad and all the way across Asia. He visited dozens of great cities, many of which are now lost to antiquity, finally reaching the bustling trading city of Beijing in the east. After his return, he created a great epic of his travels. His epic spread quickly across Europe, each book meticulously and laboriously copied by hand and destined for the private libraries of the rich and powerful European elite

His wondrous tale became the basis for what all Europeans knew about the Orient for many years to come. In it, He spoke of many wonderful places he had visited. He spoke of creatures so wild and wonderful, they simply had to be seen.



He spoke of dragons, unicorns and birds so large they could lift an elephant high into the air. His stories enthralled all those who read them. People could imagine massive birds, serpents and beasts. His works were entirely believable - except for one story. A story so far-fetched that no man, king or peasant would give it credence

Marco Polo had told of how the Mongols used rocks instead of wood for heating and for cooking. He told of how they were collected and how they magically lit up, burning hotter and longer than the dried, dead branches fallen from the oldest trees

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. “You cannot burn rocks” the people said, and they ridiculed the story. Marco Polo smirked. He knew, deep inside, that while a great many of his works were embellishments, this one was entirely true. The Europeans did not create industrial coal mines for another 600 years, significantly delaying the start of the industrial revolution and the entry of the West into the modern age.

Acknowledgment-<https://blog.fluidui.com/3-short-stories-to-replenish-your-creative-thinking/>

As leaders, teachers and parents, we always work at inspiring young people to reach greater heights, equipping them to be successful, and providing constant guidance and reinforcement in their work, whether their goals seem achievable or appear beyond hope. When the challenges are extraordinary, we must be even better at our work. We must recognize that what a person believes directly shapes his or her perceptions of reality, and impacts the actions he or she will take. People accept new ideas, and strengthen beliefs through experiences.

At The Gaudium we provide an avenue to all our learners to set their goals, strengthen their beliefs about what they can do and allow them to try, develop and succeed.

We put ourselves at the starting line of innovation. When our students believe in themselves and their abilities they explore, see a problem, and envision a solution that others have never dreamed of. And, once they do so they make that vision a reality.

We thank you once again for being our collaborators in enhancing learning, creativity and innovation!

Anjalika Sharma

PYP Head of School



Message from the PYP Coordinator's Desk

This is my favorite time of the year, as the month of September marks the beginning of the festive season. Our children were happy and engaged in celebrating teacher's day, International Literacy Day International Dot Day, World Mindfulness Day, and The World Gratitude Day.

Teacher's day is an opportunity for students to express their love and respect for their teachers. **Though for our children, every day is Teacher's Day!** It was a moment of pride for every teacher as they were honored by hand crafted cards designed by the little creative minds. Some students expressed their bond with their teachers by presenting flowers and chocolates. This day fosters a strong relationship between teachers and students. Our students become **Caring** individuals as they recognize significant role of a teacher.

We at Gaudium celebrated the International Literacy Day under the theme, 'Promoting literacy for a world in transition: Building the foundation for sustainable and peaceful societies. Class discussions were focused on the importance of literacy, few anecdotes shared by the students were," We can read the hoarding on the roads" "We are able to read the ingredients on the food labels because we are literate."



They participated in various engagements like rewriting their favourite stories, designing a book cover etc. Our students became **Knowledgeable** individuals as they understood the importance of literacy in their everyday life.

We at Gaudium achieve holistic excellence through an ecosystem of core values supported by mindfulness and wellness. Mindfulness is an integral part of learning at the Gaudium. Through mindfulness we nurture our students as **lifelong learners** who celebrate resilience and acknowledge their emotions. They become empathetic and compassionate individuals that contribute towards making the world a better place.

Message from the PYP Coordinator's Desk

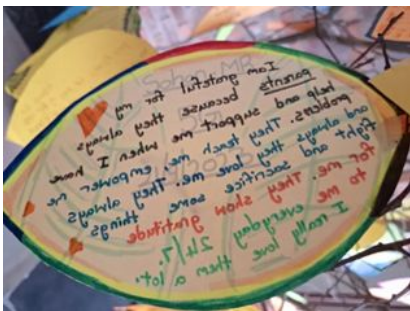
We were surprised to see our creative thinkers on the celebration of **International Dot Day**, as we saw our little artists created beautiful art pieces using various sizes and types of dots. It is a celebration of creative thinking, innovative ideas, and self-expression. This Celebration takes students into the journey of self-discovery and imagination. Our children become **Open-minded** individuals who consider new perspectives and respect diversity.

Though each celebration has its own significance, the one that is close to my heart is 'The World Gratitude Day'. This day reminds me of my grandpa who always guided me to start my day by saying 'shukrana'. (Sindhi word for thank you). He used to say, starting a day with shukrana will help you to look at things with a positive perspective. I was touched when I saw our students writing thank you notes for their friends, guardians, parents, classmates, teachers and for many people who had a positive impact on them. Colorful Gratitude Trees radiated the joy all around. Gratitude jars brought a smile to everyone's face. Celebration of this day helped all of us to be **reflective** and express gratitude to all of those who have a positive influence on us and have helped us to become better versions of ourselves.

Various celebrations at school helps student in becoming international minded and active individuals who respect themselves, others, and the world around them.

We all have a shared commitment towards our children's learning. Therefore, I request all of you to deeply involve children in all festivities by explaining to them the origin, the importance and the stories behind the various rituals and traditions. This will help them to engage with the wider world and develop the understanding of identities, cultures, societies, and histories and hence nurturing them as a global citizen.

Sharing a student's gratitude note from the gratitude tree.



By Meera Chhabria

The Primary Years Programme Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and wellbeing

As a part of their daily routine, students continued practicing mindfulness to enhance concentration and regulate emotions. They were engaged in different mindful exercises such as woodchopper breathing, flower breathing, superman pose, guess the sound and more.

On the occasion of World Mindfulness Day, students participated in a Mandala Art activity. They engaged in colouring intricate Mandala designs. This creative endeavour was enjoyable and helped improve their concentration and hand-eye coordination skills.



Well-being sessions were taken by the school counsellor on diversity, acceptance and tolerance. A new theme was started on 'Self Awareness'.

During this month, the school counsellor led well-being sessions focused on the important themes of diversity, acceptance and tolerance. Following these sessions, a theme centred on self-awareness was introduced. During this phase, students explored their social characteristics and strengths and how these aspects relate to their friends and interactions with others.



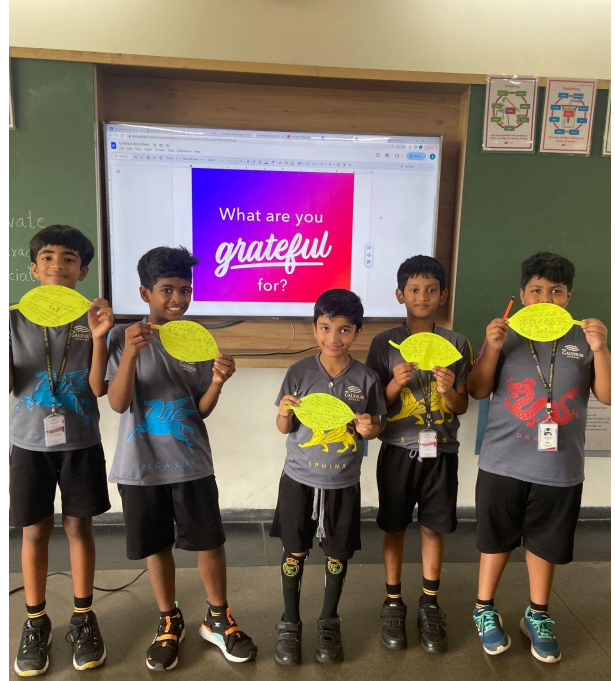
School Philosophy – 5 Developmental Pillars

Core values

The core value for this month is "empathy". Students understood that empathy is the ability to emotionally understand what other people feel, see things from their perspectives, and imagine themselves in others' place.

Teachers and students shared their experiences in the classroom and assemblies. As part of their learning, they were engaged in storytelling sessions and quizzes.

World Gratitude Day was celebrated on 21st September 2023, wherein students shared about whom they were grateful to and gave reasons for the same.



Stakeholder engagement

Students attended a special assembly to celebrate Teacher's Day. Students enthusiastically participated in World Literacy Day, Hindi Diwas, and International Dot Day. Students made eco-friendly Ganesh idols on account of Ganesh Chaturthi.

Student Led Conference was held during the month where students shared their learning.

School Philosophy – 5 Developmental Pillars

Holistic excellence

As an integral part of Holistic development, students went on a field trip to the Archaeological Museum, wherein they explored the different ancient artifacts, including a captivating encounter with an ancient Egyptian civilization mummy.

Regular life skills sessions were held where students delved into the significance of non-fire cooking, focusing on preparing vegetable sandwiches. During these sessions, they learned how to create delicious sandwiches and took time to reflect on the key aspects to consider while crafting these culinary delights.



Global leadership

Students continued to develop and demonstrate ATL and the attributes of the IB learner profile by participating actively in the assemblies.

Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks by taking the ownership of their learning.



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
- Relationship involved in collection, analyzing and validation
- Connection between past, present and implications for the future

Key Concepts: Function, Connection, Causation

IB Learner Profile:

Communicators, Thinkers, Inquirers

Students continued their inquiry under the theme “Where we are in place and time”. Students inquired into the characteristics of civilization and societies as well as compared them. Students visited the Telangana State Archaeology Museum wherein they explored various artefacts including an Egyptian mummy. Later they shared their understanding of archaeology and the process involved in archaeology.

Students further inquired into the process involved in the collecting, analyzing, and validating through a learning engagement where they came up with the words like collect, analyze, and validate.

Later they discussed and shared their understanding of how a few characteristics of civilisation have had an impact on the present and will impact the future. Students completed their end-of-unit assessment task by co-constructing the task and the rubrics. This was followed by sharing the unit reflections.



Learning and Teaching- This Month

Transdisciplinary Language

Students continued with the novel study of Mohenjo-Daro. They co-constructed weekly spelling lists and had their weekly spelling assessments.

While inquiring about civilization, students shared about the characteristics of civilization and connected with the types of adjectives. While discussing the process of archaeology, they connected with predictions, facts and opinion, cause and effect.

Students made connections to tenses while discussing the connection between past, present, and implications for the future and had various learning engagements.

Transdisciplinary Math

Students continued doing mental math every day to revisit the learned concepts. Students solved sums based on number operations and practiced word problems.

Students made a transdisciplinary connection with timeline and shared real-life examples. They inquired about the BCE and CE using various resources.

Students further connected with the directions and distance and solved a few problems related to the same. They created a few word problems on conversions of measurements and solved them.



Learning and Teaching- This Month

Hindi

Students actively participated in learning engagements to understand adjectives and their types. They learned about their responsibility to save trees, water, air, and earth for future generations, inspired by the environmental discussion in the poem and quote करलो पर्यावरण सुधार. They had poem recitation.

Students also learned to define verbs with examples and frame sentences using them. Historical and modern times stories from different countries were explored to compare and contrast their characteristics and purposes.

Students used adjectives to describe the main characters of the stories. The learning engagements were designed to help the students develop their understanding of adjectives, verbs, and poetry, as well as their sense of environmental responsibility.

French

Students learned about countries and their forms of nationalities. In addition to this, they also learned how to express themselves and others in sentences using prepositions for cities and countries like "à, en, au". They also learned regular verbs like habiter, visiter, parler, and irregular verb aller.

Telugu

Students shared the various language elements and their definitions. They had learning engagements to define the elements by sharing real-life examples. They had spelling assessments to enhance their language skills. Students were engaged through various classroom learning engagements, including studying types of nouns, defining adjectives, understanding their importance, and practicing their usage in sentences. They have also learned the meanings of new words, explored antonyms, and the use of interrogative words.



Learning and Teaching- This Month

Spanish

Students learned about countries and their forms of nationalities. In addition to this, they also learned how to express themselves and others in sentences using prepositions for cities and countries like “a, en, de”.

They learned personal pronouns, articles, and the irregular verb “ser”. They shared their learning using the self-assessment continuum.

PE

Students explored and practiced the baton exchange in relays for track events. They did the self-continuum and explored shot-put in the field event. They also had trials for the shot-put in field events. Students engaged in a task on athletics.

Drama

Students continued learning about the craft of ‘script writing’. During these lessons, they were engaged in various kinds of games, improvisations, role plays, and scene work related to script writing. Students were engaged in pairs, group, or individual learning engagements. Besides script writing, students also learned about various other aspects of acting like character development, speaking and developing dialogues, imagination, blocking, action-reaction, etc.

Dance

Students have stepped into body isolation through body warm-up, body stretching, and basic movements of dance which will help them to perform a high range of movements.



Learning and Teaching – This Month

Music

Students did vocal exercises with syllables and vowels. They inquired into different combinations of musical notes in both Indian and Western types.

Art

Students observed folk art from India and around the world- China, Europe, Australia- and listed the similarities and differences between any 3- 4 folk art forms. They discussed the word- folk (where have they heard this word before? How is it connected to them?)

Students created an artwork using the folk style they observed and used their own choice of medium to create it. They participated in Ganesha/ sculpture making with clay. They used basic 3D shapes for sculpting.

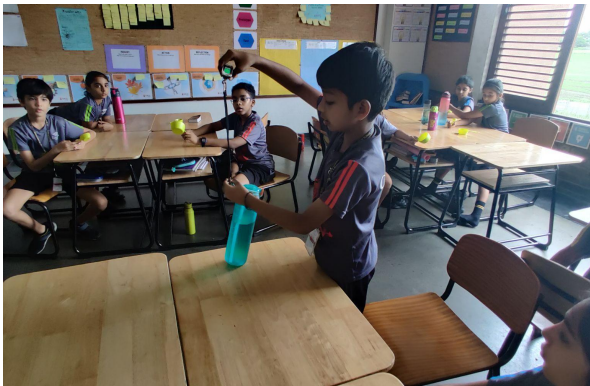
Students discussed different folk arts from India- Warli, Pattachitra, and others. They created an artwork with the use of features they observed.



Learning and Teaching - This Month



Learning and Teaching - This Month



Shot on OnePlus



Shot on OnePlus

Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching-Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

Energy is converted,
transformed and sustained to
support human progress.

Lines of Inquiry:

Energy and its uses.
Transformation of energy.
Sustainable energy practices.

Key Concepts:

change, function, responsibility

IB Learner Profile:

Thinkers, Caring, Risk Takers

Unit of Inquiry

Students will start with the third unit of inquiry under the theme “How the world works”. They will be provoked to come up with the word energy during their provocation task.

Students may come up with words like energy, stamina, power, and strength. They will share real-life examples related to the term ‘energy’.

They will share their understanding of the term energy and co-construct the definition of energy. Further students will frame open-ended questions for inquiry.

They will research about different types of energy, their sources, and their uses.

Students will further look into the advantages and disadvantages of using the different types of energy and conservative practices for sustainable energy.



Learning and Teaching-Month Ahead

Transdisciplinary Language

While inquiring about energy and its uses, students will make connections with news report reading while researching the different types of energy.

They will read different reports about energy and explore the features of the newspaper report. They will also make transdisciplinary connections with descriptive writing and inquire about the characteristics of descriptive writing.

Students while inquiring into the transformation of energy they will connect to transformation that takes place in sentences as well.

Students may connect to active and passive voice and with direct and indirect speech.

Transdisciplinary Math

Students will continue with mental Math to revisit the learned concepts.

They will discuss the transformation of energy and connect it with the measurement of energy and will understand how numbers also can be transformed while measuring and converting the unit of length, mass, and capacity. Students will compare different metric units and solve problems related to conversions.

Hindi

Students will focus on poem recitation, listening and speaking assessment, and framing and answering questions.

Spanish

Students will learn the regular verb "AR, ER" ending conjugations and the conjugation of the irregular verb "hacer". They will use the "ser" and "hacer" verbs in sentence formations.

Learning and Teaching-Month Ahead

French

Students will learn regular verb “IR” ending conjugations and also the continuation of the regular verb “ER”. They use the “ER” and “IR” verbs in sentence formations. They will use thinking and communicative skills to express themselves and others in French.

Telugu

Students will continue their inquiry by exploring the concept of fact and opinion, with an introduction to realistic adventure stories.

Dance

Students will be introduced to the elements of dance. They will demonstrate some inconsistencies in varied and controlled body shapes, levels, pathways, and time and movement qualities to the choreographic intent.

Art

Students will observe Madhubani Art – origin, elements, and subject. They will create artwork for the Farmer’s Market.

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. They will create or write dialogues of the story in groups using theatre games and exercises. This will help them develop their collaboration skills, creativity, and imagination.

Music

Students will revisit musical instruments and their place in an orchestra.

PE

Students will give the trials for field events in Athletics (shot-put lamp; long jump). They will co-construct the self-assessment continuum for field events. They will explore long jump in field events. Students will give the trials for the long jump in field events.



Happenings Month Ahead

Events	Date
Gandhi Jayanti	2 nd October 2023
International English Olympiad (IEO)	12 th October 2023
Autumn Break	14 th October 2023 to 25 th October 2023
School Reopens	26 th October 2023

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/>

