



P R I S M

GRADE 4

October and November, 2023

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

In this edition of the newsletter, I share with you 2 short stories !

Story 1-

A small boy found a cocoon on a leaf and decided to take it home. For days he carefully observed his treasure and not long after, he watched as a small butterfly began to chew his way out of the cocoon.

The butterfly struggled and struggled, but after much effort, it only partially emerged from the cocoon. After a while, the boy determined that something must be wrong because the butterfly appeared stuck and did not seem to be able to escape the cocoon. With compassion, the boy helped the butterfly by carefully tearing the cocoon a little to enlarge the hole and free the butterfly. The butterfly did emerge but its body was bloated and its wings were shrivelled and useless. The wings remained shrivelled and after a short time the butterfly collapsed. The boy asked a friend, who was a biologist, to explain what had happened to the butterfly.



The biologist explained that this struggle to emerge from the cocoon pushed the fluid from the butterfly's body into the capillaries and into its wings, completing the butterfly's transformation.

When the cocoon was artificially cut open, the butterfly did not struggle and thus never developed functional wings. In attempting to help the butterfly, the boy had inadvertently harmed it.

Acknowledgement-

<https://sharonelby.com/resilience/remembering-the-importance-of-grit-and-resilience-through-this-story/>



Message from the Head of School – IB PYP

Story 2-

The Yarlung Tsangpo river is known as the roof of the world and is the highest river in the world. The river is often called as the “Everest of Rivers” because of its extreme conditions and lofty elevation. The average elevation being about 4000 meters, Yarlung Tsangpo starts from the Angsi Glacier in Tibet and runs across Tibet, India and then meets The Bay of Bengal. It has to navigate its way through multiple mountain ranges. While leaving the Tibetan Plateau, the river forms the world’s largest and deepest canyon, Yarlung Tsangpo Grand Canyon which is much longer than the Grand Canyon. The Yarlung Tsangpo is certainly one among the most unusual and inspiring rivers of the world. The river is stronger than the mountain. The way of the river, ever searching, ever flowing, always finds its path around the obstacle. In the flow of the river one can observe its true strength.

Acknowledgement- <https://healingforest.org/2020/07/24/resilience-examples-stories/>

Grit and resilience are related to our wellbeing, academic success, and quality of life. Obstacles, challenges, and risks are part of life. So when we see children struggling to learn a new sport or skills or dealing with challenging tasks, resist the urge to assist them. Instead, encourage them not to quit because of the discomfort, but develop the confidence needed to confront challenging situations. We must allow our children to take on challenging tasks and activities that require discipline to accomplish. This would help them learn what it takes to be focused and be determined to find solutions to whatever difficult situation they face as they grow up. Let us be a supporting coach to our children and guide them in building their self-efficacy and self-motivation in doing challenging tasks. Resilience is a belief in oneself and a determination that adversity does not one but moves towards a goal.

On this note, I look forward to seeing you at the Annual Sports Day this month where our students will participate in events to ensure that they are future ready for all challenges!

Thank you once again for being our partners in the learning journey of our students!

Warm regards,

Anjalika Sharma

IB PYP Head of School



Message from the PYP Coordinator's Desk

The more I learn about the IB PYP programme, the more I admire its philosophy. Each element of the IB PYP programme is unique and helps us to become a global citizen. Programme has three important pillars, 'The Learner, The Learning and Teaching and The Learning Community'. One of the important elements of learning and teaching is 'Assessments'. Most of the time unknowingly, we interchange the word assessment with exam, however they both are different. Like exams, neither assessments in IB PYP are for judging or grading the students, nor they are a one-time event planned at term end; in-addition it is an ongoing process and can take place any time in our everyday learning journey. They are collaboratively designed by teacher and students. Students are involved in constructing learning goals and success criteria. Assessment is a time for our students to pause and reflect on their learning. They learn to identify their strengths and areas of improvement. This helps them to become self-regulated learners. They learn to identify the ways to achieve the desired outcomes.

PYP assessments have four dimensions: monitoring, documenting, measuring, and reporting on learning.



Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner...



Message from the PYP Coordinator's Desk

As mentioned earlier, PYP assessments are ongoing. Teachers monitor their students throughout not only on the subject knowledge, at the same time how are they demonstrating and developing approaches to learning, how students apply their conceptual understandings and the students' ability to make connections across subjects and to apply skills to construct new knowledge.

Observation is the key while monitoring the student's learning. Observing students in various settings helps the teacher to understand the student's needs and their response to various situations. Here I would like to share my personal experience with one of my students, who used to struggle with numbers, at the same time his curiosity to find something new was such that he was always inquiring and gathering information. He was one such student in the class we all used to rely on for any kind of information we needed. Monitoring this student helped me to understand this child better and not to judge him only on his academic achievements. Having said that nowhere I mean to say that subject knowledge is not important, in addition I would like to say that subject knowledge is one of the many criteria for assessment. Being a parent, you are partner with us in student's learning. Therefore, it is essential for us to understand what success looks like to an individual student.

When we share our report cards, like you pay attention to the subject strands, we urge you to pay the same attention to profile attributes and approaches to learning as well. These elements are equally significant for our students to demonstrate and develop in order for them to grow as global citizens.

Source: PYP: from Principles into Practice – Learning and Teaching – Assessment

Happy Learning and Teaching

Thank you for reading

Warm Regards

Meera Chhabria (Primary Years Programme Coordinator)



School Philosophy – 5 Developmental Pillars

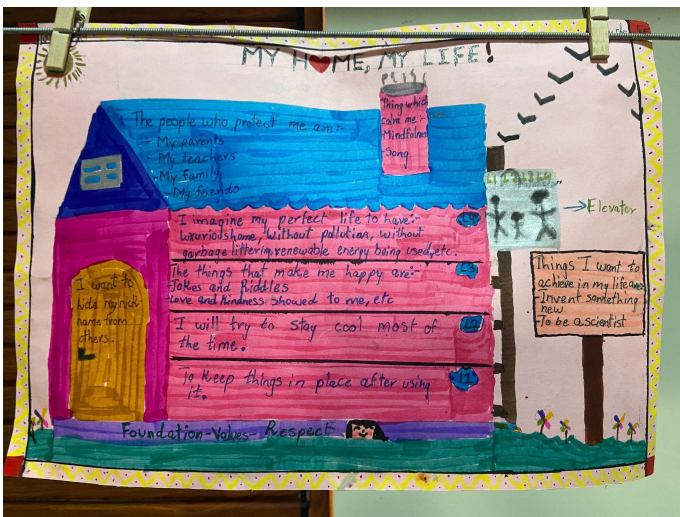
Mindfulness and wellbeing

Students and teachers integrated daily mindfulness practices into their routine. Through these engagements, students have explored mindful walking, sensory countdowns, conscious breathing, and heightened awareness of emotions and facial expressions. They've shared their "bubbles of gratitude," discussing its benefits. Their active participation in group dialogues culminated in thoughtful reflections on their experiences.



School counsellor conducted well-being sessions that emphasized the pivotal themes of diversity, acceptance, and tolerance. Students were asked to draw a house of their beliefs - which reflects the personality formed based on our environment and experiences. Students reflected on their understanding of how we learn what we see around us.

Subsequent to these sessions, the spotlight shifted to 'Self-Awareness'. Here, students embarked on a journey of introspection, evaluating their unique social attributes and strengths, and understanding how these dynamics influence their relationships and interactions with peers.



School Philosophy – 5 Developmental Pillars

Core Value

The core value for the month, 'Gratitude', was inculcated in various ways. The students discussed the meaning of gratitude. They also shared its meaning. "appreciation and acknowledgement" - we acknowledge what we have and appreciate the efforts. Students watched stories and discussed the importance of appreciation and acknowledgement. They made appreciation cards and understood the importance of gratefulness. Students were given different scenarios that involved showing or receiving appreciation, they were engaged to perform role play on the same.



Stakeholders engagement

As part of the stakeholder engagement, parents, teachers, and students took part in the three way conference. This conference gave the students an opportunity to express their learning and reflect on their understanding of the concepts.

Parents, teachers, and students actively took part in a Farmers Market event centered around the theme 'Vasudev Kutumbakam'.



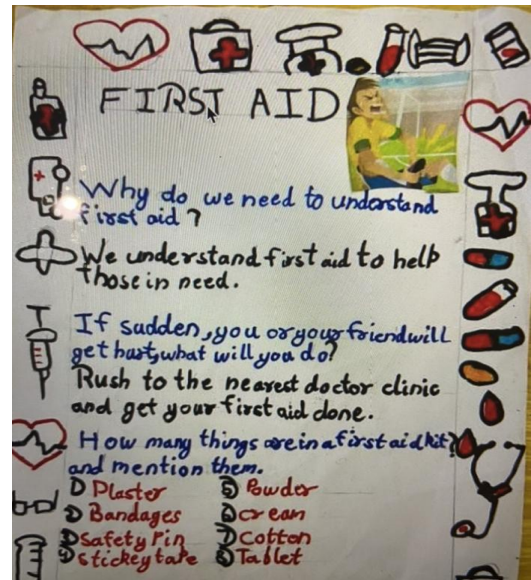
School Philosophy – 5 Developmental Pillars

Holistic excellence

In the pursuit of holistic excellence, students engaged in a multifaceted learning experience. They developed their culinary skills through the preparation of salads.

Students watched a video about first aid and insect bites, learning how to stay safe and healthy.

Additionally, students actively applied the principles of design thinking to address identified issues within their unit of inquiry. This problem solving method strengthened their creative thinking abilities and fostered the development of critical thinking skills.



Global leadership

Students continued conducting their weekly assemblies as part of the global leadership. Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks. Students took ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps.

Students connected their learning to UN SDG – 3 (United Nations Sustainable Development Goals) – Good Health and Well-being, UN SDG-9 Industry, innovation, and Infrastructure while discussing the various problems related to energy production and consumption during their design thinking process.



Professional Development

A PD session on IB Programme Standards and Practices was facilitated by Ms. Meera Chhabria, PYP Coordinator. As a team we all read this document, which is the foundational set of principles for schools. IB ensures quality and fidelity through the implementation of the programmes. The suite provides critical information for the planning, implementation, development, and evaluation of all International Baccalaureate® (IB) programmes.

The standards are general principles that lie at the heart of being an IB World School, while practices are further definitions of the standards that include references to implementation. The programme standards and practices are organized into four overarching categories: purpose, environment, culture, and learning.

Purpose - Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Culture- Schools develop, implement, communicate, and review effective policies that help to create a school culture in which IB philosophy can thrive.

Environment - develops a learning environment sustained by effective structures, organizational practice and resources.

Learning – It creates student learning experiences of the highest quality possible.

At the end of the session, the team reflected on their reading as well as discussions to deepen their understanding of the programme.



Learning and Teaching- This Month

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

The inquiry revolved around the theme, “How the world works”. During the provocation task students came up with the word “Energy”. They shared their prior understanding about the same. Later they found the dictionary meaning and framed a common definition for the word. They came up with different sources of energy and connected with the types of energy. Students further inquired in groups about the uses of energy and its advantage and disadvantages. Looking at the source of different energy, students sorted them into renewable and non renewable energy.

Students were curious to know about the working of different energy, they explored and presented it in the class. They identified the commonalities and came with energy transformation. They shared their thoughts on transformation of energy and were able to connect the same to their lives. To further enhance their understanding they had class discussions where they shared real life examples to show the transformation of energy. Students investigated about the impact of energy transformation in the environment. At this stage students connected with design thinking and they came up with different human centric problem related to energy transformation/ consumption/ production.



Learning and Teaching – This Month

Transdisciplinary Language

While discussing the links between the past, present, and potential future implications, students drew insightful parallels to tenses and engaged in a variety of learning engagements .

Students consistently progressed with their weekly spelling assessments, delving into the meanings of novel words to bolster their vocabulary.

While inquiring about energy and its types, the students made link to types of sentences. During their research into different kinds of energy, the students found a similarity with sentence structures. They related this to the transformation of energy. This concept was then used in their language studies, focusing on changing between direct and indirect speech, and distinguishing between active and passive voice.

Transdisciplinary Math

While inquiring into past and present-day societies, the students made transdisciplinary connections to time, direction, distance, and calendar.

While learning about energy, students also checked how Joule, power, and time are related. They took a closer look at fractions, figuring out the different types and how to convert them. Students explored ways to show information they gathered .



Learning and Teaching – This Month

French

Students learned weather expressions along with faire conjugation. They learned ordinal numbers, classroom objects and framed sentences.

Hindi

Students read about bravery through the poem “Hind desh ka pyara Jhanda from their textbook (page 112). They shared their understanding on the message conveyed and the importance of our national flag.

Building on their previous exposure to various forms of literature, students delved into the characteristics of plays, exploring their purpose and significance. They also used the dictionary to enhance their vocabulary and demonstrate their understanding of synonyms.

Overall, this month has helped the students to enhance their understanding of the language through comprehension of play and synonym usage.

Telugu

Students were introduced to 'Natika' writing. They identified the characteristics and elements of drama writing. They described the main character in their own words, learned meanings, synonyms and antonyms of new words. Students noticed that using the same words over and over doesn't alter the meaning, but they discovered that using words with opposite meanings can change what is being said.

Spanish

Students learned “ER, AR, IR” verbs concept with Spanish pronouns and how to use them to express their own sentences. They learned irregular conjugation like “Estar and Ser” (to be) and how they can be identified in their sentences.



Learning and Teaching – This Month

Dance

Students learned how their bodies move in relation to things around them. They practiced moving their whole body, paying special attention to using their feet as a strong base. Students worked on warm-ups, stretching, and basic dance moves. These activities are helping them become better at moving in a wide range of ways.

Drama

Students worked on choosing a story and turned it into a script. They worked in groups, pairs and individually. They researched about stories. Students discussed and shared ideas about the stories they knew and some of them also brought a few books they liked. They collaborated and further developed Agency.

PE

Students had trials for field events in Athletics (shot-put and long jump).

Students did the self-continuum for field events. They participated in the long jump in the field events. Students participated in the trials for long jump in field events.

Art

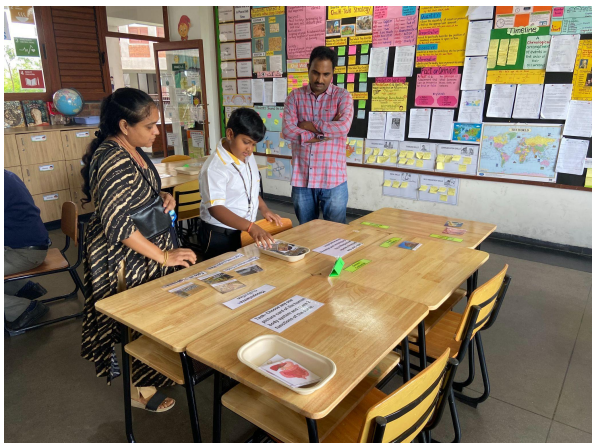
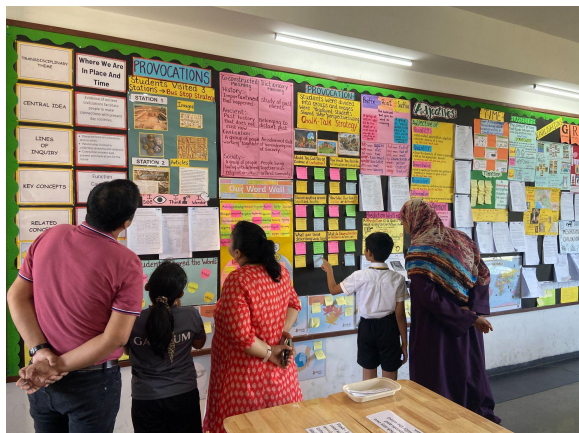
Students discussed and explored different features about Classism,Realism,Impressionism and Modernism. They arranged different styles according to timeline. Students created an artwork with expressionism representing the real life experiences. Students observed different artworks of Pablo Picasso and Georges Braque and discussed the features of Cubism.

Music

Students engaged in the pursuit of pitch perfection through vocal exercises. Stability of the voice, movement of the voice, and flexibility of the voice are the three stages of vocal exercise. They stabilized their voice through breath control and the use of vowels. They practiced different combinations of musical notes in different tempos for the movement of voice. At last, they sang musical notes with vowels to get flexibility in their voices. Students engaged in learning the permutation and combination of musical notes and implemented them in their vocal exercise



Learning and Teaching - This Month



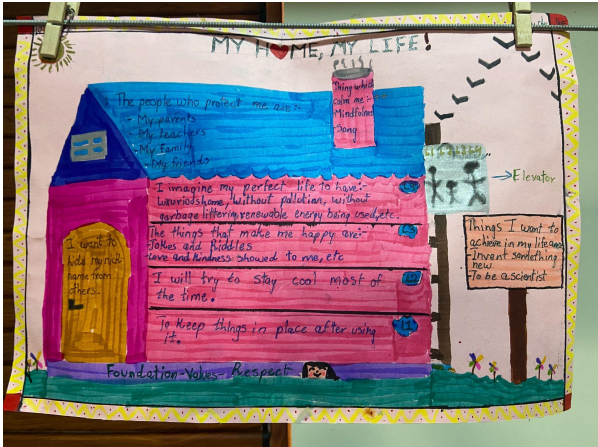
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching-Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How we express ourselves

Central Idea:

People's behaviour and choice of outward appearance projects aspects of their culture, values and tradition.

Lines of Inquiry:

- Appearance and behaviour influence perception of others.
- The influence of cultural and social norms on ways to present one selves.
- Fashion as a form of expression

Key Concepts:

Perspective, Changes, Function

IB Learner Profile Attributes:

Communicators, Reflective,
Open-minded

Unit of Inquiry

Students will inquire about Identity under the theme "How we express ourselves" through a provocation task. Later they will be introduced to different personas followed by making inferences. Students will further explore how the way we look and act can change how others see us, as well as how our culture and social rules affect the way we respond to the various situations

Learning and Teaching-Month Ahead

Transdisciplinary Language

Students will make transdisciplinary connections with character traits and character sketch as they will learning and understanding how appearance and behaviour influence the perception of others. When they make connections with character traits and character sketch, they will make further connections with adjectives and its types further connecting it to descriptive writing. They will look into biographies and autobiographies.

French

Students will learn the prepositions of places and how to express time. They will use thinking and communication skills to express their understanding of the concepts.

Transdisciplinary Math

Moving ahead, students will continue their exploration of data handling. They will understand that data can be analyzed by using various methods like Mean, mode and median.

The students will delve deeper into the concepts of prime and composite numbers, understanding divisibility rules, and practicing rounding off numbers.

Telugu

Students will be introduced to the author through a play. The focus will also be on letter writing.

Learning and Teaching-Month Ahead

Spanish

Students will learn irregular verbs like “ir” (to go) related directions and Hacer (to do) related weathers. They will use thinking skills and communication skills to express oneself and others in Spanish.

Hindi

Students will shift their focus to the purpose and features of letter writing. They will practice writing letters to friends. Additionally, they will read 3 to 4 excerpts from a play and analyze the cause-and-effect relationships within those passages. This exercise will deepen their understanding of narrative structure and the interconnectedness of events.

PE

Students will watch videos of football and reflect on the same (I see, I think and one word that connects). They will review the 2nd line of inquiry (Importance of knowledge, skill and strategies in sports)

Students will learn push pass technique (one touch, two touch, three touch) and will learn how to use strategies in game. They will do the self-continuum and task sheets related to football.



Learning and Teaching-Month Ahead

Visual Art

Students will be given an option of drawing their environment –world around me or any other topic using either **Expressionism or Cubism**. They will justify the reason/s for their choice and design their success criteria as well. Students will seek teacher and peer feedback.

Dance

Students will explore a variety of movements to enhance their physical skills. They'll delve into Locomotor Movements, such as walking, running, skipping, and jumping.

Non-Locomotor movements like bending, turning, and twisting will be part of the repertoire. The focus on the upper body will involve actions like clapping, grabbing, shaking, rolling, swinging, reaching, and engaging the shoulders. Lower Body movements will include squats, jumps, and knee lifts. Students will also learn head movements like nodding, tilting, and looking. Core engagement will be emphasized through pumping, bending, and twisting.

Additionally, they'll delve into the creative side of movement, exploring the use of patterns for dance choreography. This holistic approach aims to develop physical coordination, creativity, and expression through various dynamic movements.

Music

Students will learn the fundamentals of the staff notation system and time signature. In the first phase, they will learn the staff, Treble clef, and Bass clef. Moving forward, students will explore note values, encompassing Whole notes, Half notes, Quarter notes, and Quavers. They will learn to read and sing a song through the staff notation system. Building on this theoretical foundation, students will learn the song "Never Giving Up

Drama

Students would move with reading and rehearsing stories chosen by the class. They will work on their own stories and write the script for it. Simultaneously they will read, rehearse and prepare their performance. Students would be assigned specific roles to manage or create the production efficiently.



Happenings Month Ahead

Events	Date
National Science Olympiad (NSO)	5 th December 2023
International Math Olympiad (IMO)	14 th December 2023
Annual Sports Day (Grades 2 – 5)	22 nd December 2023
Winter Break	24 th December 2023 to 2 nd January 2024
School Reopens	3 rd January 2024

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/>

