



P R I S M

GRADE 4  
December 2023

# Message from the Head of School – IB PYP

Dear Parents,

Wishing you all a Happy New Year filled with many successes and continued progress. During the winter break, I hope you had the chance to spend time with friends and family. I certainly did spend some time reflecting on 2023 and at the same time thought about the work and opportunities that lie ahead in 2024.

The successes of our student led conferences, three way conferences, assemblies, Sports Day, to name a few of the events, have reconfirmed our firm belief in holistic excellence, values, stakeholder engagement, well-being and leadership for all! Challenges will always be there but we must come together to ensure that our students exhibit perseverance and grit at all times and succeed to achieve excellence.

Today, I share with you my all-time favourite story of a father and a daughter!

Once upon a time a daughter complained to her father that her life was challenging and that she didn't know how she was going to make it. She was tired of struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. His daughter, impatiently waited, wondering what he was doing.



After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl.

He then ladled the coffee out and placed it in a cup. Turning to her he asked, "Daughter, what do you see?"

"Potatoes, eggs, and coffee," she hastily replied.

"Look closer," he said, "and touch the potatoes." She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

# Message from the Head of School – IB PYP

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which are you,” he asked his daughter. “When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?”

## **Adapted from**

<https://www.4recruitmentservices.com/blog/2017/08/15-motivational-and-inspiring-short-stories?source=google.com>

We have an exciting year ahead, filled with opportunities for growth, learning, and personal development. We will continue working on reviewing and reflecting on our curriculum to further enrich it with innovative teaching methodologies and add deeper focus on developing critical thinking and problem-solving skills. In addition to the academic aspect, we deeply value the partnership between our school and families. We view our relationship as a collaborative effort, and together, we can provide the best possible education for our children.

As we continue to come together for learning, growth, and discovery, let us foster a sense of unity, respect, and understanding, building strong relationships and a supportive network to create an environment where students can thrive both academically and personally.

Once again, wishing you happy New Year-2024. We look forward to working together to make this a memorable and successful year for our learners.

Warm regards,

Anjalika Sharma

IB PYP Head of School



# Message from the PYP Coordinator's Desk

Dear Parents,

Wishing you all a very Happy New Year!

## **Empowering Young Minds: The Key to Lifelong Success**

At the heart of the PYP curriculum is the fundamental belief that students are not just recipients of knowledge but active agents and partners in their educational journey. This shift in perspective sets the stage for student agency—a concept rooted in the cultivation of a robust sense of identity and self-efficacy. Self-efficacy, the individual belief in the capacity to act effectively, becomes the driving force behind achieving specific goals.

PYP students with agency embody qualities of initiative and a profound sense of responsibility. These young minds take ownership of their learning goals, charting their own paths to success. The commitment to nurturing student agency at The Gaudium School is evident through various strategies designed to empower students.

### **Establishing a Respectful and Welcoming Culture:**

Essential agreements, designed collaboratively, foster an emotionally safe and respectful environment within our classrooms.

**Setting up Learning Spaces:** Actively involving students in the design of their learning spaces is a proactive measure. This not only fosters a sense of ownership but also enhances awareness of the resources required for accelerated learning.

**Making Decisions About Learning:** Empowering students to play an active role in co-constructing success criteria for assessments and choosing appropriate tools for self-designed assessments instills a sense of control over their learning journey.



**Voicing Opinions with Facts:** An integral aspect of becoming self-directed learners is the ability to articulate opinions with supporting facts. This practice enhances critical thinking and become independent learners

**Providing Critical Feedback:** A culture of feedback is nurtured among students, allowing them not only to receive constructive feedback at the same time, also to provide forward-looking guidance to their peers. This collaborative environment promotes lifelong learning.

**Reflecting on Learning Goals:** Reflection is key in the learning process, This practice equips students with insights needed to strategize and achieve their goals.



# Message from the PYP Coordinator's Desk

## Ways to nurture 'Student Agency' at home:

**Set Goals :** Encouraging children to set academic or personal goals fosters awareness and self-management skills. Setting clear steps to work towards these goals, such as dedicating 15 minutes a day to reading for improved reading skills.

**Reflect and Revise:** Regularly checking in on a child's progress towards their goals instills ownership and provides opportunities for lifelong learning.

**Passion Projects:** A passion project can be on anything a student is interested in. Maybe they want to learn to cook, paint or learn a sport e.g., football. Giving children opportunity to choose their own project helps them set goals and take ownership of their own learning

**Ask for Opinions:** Involving children in decision-making processes, such as choosing movies or holiday destinations, contributes to their sense of agency and autonomy.

**Allow Decision-Making:** Providing children, the opportunity to make decisions wherever possible, like choosing their attire for a friend's birthday party, nurtures independence and decision-making skills.

I conclude by emphasizing the transformative impact of agentic learning within a supportive learning community. Students who embrace agency develop critical and creative thinking skills, perseverance, independence, and confidence. This holistic approach to education shapes students into global citizens who make thoughtful considerations and decisions, prioritizing relationships, dialogue, and respect for one another.

In essence, the journey towards nurturing student agency is a collaborative endeavor between educators and parents. By empowering students to become active architects of their learning journey, we equip them not only with academic excellence but also with the mindset and skills needed to thrive in an ever-evolving world. As the torchbearers of education, let us continue to inspire and guide the next generation towards a future of limitless possibilities.

Source: [https://resources.ibo.org/pyp/works/pyp\\_11162-51463?root=1.6.2.2.5.3](https://resources.ibo.org/pyp/works/pyp_11162-51463?root=1.6.2.2.5.3)

Happy learning and teaching

Warm regards,

Meera Chhabria

Primary Years Programme Coordinator





# School Philosophy – 5 Developmental Pillars

## Mindfulness and wellbeing

Students and teachers have been practicing mindfulness every day. They practiced different breathing exercises like hissing breathing, back to back breathing, bunny breathing. They explored how to control emotions and how to move from 'defense zone' to emotionally stable zone. Students have been practicing meditation techniques to calm themselves down and relax during their everyday routine.



Students engaged in a journey of self-discovery and understanding of others by utilizing the DISC assessment tool. This exercise allowed them to evaluate their own personality traits as well as those of their peers.

Well-being sessions about social awareness and behaviour management were conducted by the school counsellors. Students discussed methods and ways of anger management and conflict resolution.



# School Philosophy – 5 Developmental Pillars

## Core Value

The core value, 'Gratitude' was inculcated in the students through various engagements. They described gratitude as "appreciation and acknowledgment" – we acknowledge what we have and appreciate the efforts. Students watched stories and discussed the importance of appreciation and acknowledgment. They created 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 plays on the same.



## Stakeholders engagement

The Annual Sports Day event, themed 'Vasudev Kutumbakam', provided an opportunity for parents, teachers, and students to come together and display their physical skills and determination to succeed. This event was a platform for all participants to demonstrate their athletic abilities and strive to excel, showcasing the spirit of unity and achievement through sports for all and all for sports.





# School Philosophy – 5 Developmental Pillars

## Holistic excellence

In pursuit of holistic excellence, students engaged in reading novels during homeroom periods, followed by discussions where they shared their insights and reflections. Additionally, life skills sessions were conducted where students actively participated in salad-making activities. This hands-on experience not only enhanced their culinary skills but also fostered independence and prepared them for future challenges. Furthermore, these sessions included discussions on the significance of table manners and dining etiquette, emphasizing the importance of social skills in personal development.



## Global leadership

As a component of their global leadership initiative, students persistently organized their weekly assemblies. During these sessions, they delved into the intricacies of IB Leadership capabilities. Through research and collaborative efforts, they deepened their understanding, shared insights, and collectively refined the definitions of these capabilities in group discussions. Students also took proactive steps in directing their educational journey. They set personal learning objectives, engaged in self-reflection, recognized their strengths and areas needing improvement, and openly discussed strategies for further advancement.





# Professional Development

## **Oxford Reading Tree(ORT):**

The Oxford Reading Tree session was conducted by **Ms. Rowena Muttoo, Associate Coordinator – Early Years**. ORT programme helps students learn and love reading. It aims to develop the student's language rather than sticking to limited vocabulary. It includes phonics sounds and letters. Students are highly motivated to develop their reading and progress to the next level of books.

Reading is a developmental process that involves constructing meaning from text, helps students to explain their feelings, thoughts, and opinions, and provides opportunities to imagine themselves in another's situation. The team also discussed the importance of maintaining the reading logs followed by sharing their reflections.

## **Learner Agency:**

The PYP team divided themselves into smaller groups and read the importance of implementing 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 wonder, and make choices to achieve their goals by sharing a few classroom examples.

## **Job-Alike Sessions:**

Members of the PYP team had an opportunity to attend the PYP Hyderabad Network Job-Alike Sessions at **"The Aga Khan Academy"** and **"The Meridian International School"**. They shared their takeaways and reflections from the attended sessions.

**Reading and writing:** The reading and writing session was attended by **Ms. Sukanya, Grade 5 – Homeroom teacher** and **Ms. Saba Tabassum, Grade 1 – Homeroom teacher**. They shared the importance of reading and writing and word chain strategy. A word chain provides a structure which allows students to explore relationships among the words, understand how they can be used, and remember their meanings.



# Professional Development

**Play in Early Years: Ms. Soumya, Grade PP2 – Homeroom teacher, and Ms. Sudha, Grade Nursery – Homeroom teacher** attended the session on play in Early Years. Play provides benefits for cognitive, social, emotional, and physical development for students from all socioeconomic, cultural, and linguistic backgrounds, and offers authentic opportunities for students to begin their exploration and development of the IB learner profile. Play is highly adaptive, involves choice, promotes agency, and provides rigorous opportunities to inquire into important concepts and personal interests. Teachers in the PYP early years support play by creating and maintaining engaging learning spaces, scheduling uninterrupted time for play in both indoor and outdoor spaces, monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups.

**Technology Integration in Education:** The technology integration in education was attended by **Ms. Smita Parikh, Grade 5 – Homeroom teacher, and Ms. Jyothi Bhatt, Grade 2 – Homeroom teacher.** They shared a few technology tools like Quick Draw, Auto Draw, Blobopera, Magic Switch, Magic Studio, Magic Write, etc. with the larger team followed by a few learning engagements.

**Action in PYP:** The importance of action in PYP was shared by **Ms. Sri Lalitha Dasari, Grade 5 – Homeroom teacher, and Ms. Sailaxmi, Grade 2 – Homeroom teacher.** 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. They 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.



# Professional Development

**Programme Development Plan (PDP):** The Programme development is the process a school engages in to strengthen the implementation of an IB programme or programmes(s) in their school. **Ms.Meera Chhabria, PYP Coordinator,** and **Ms. Nishita Mirpargar, Grade Level Lead (Grade 4)** attended the PDP sessions and shared a few of the chosen programme development plans of other schools followed by the reflections.

**Well-being:** The well-being session was attended by **Ms. Rowena Muttoo, Associate Coordinator – Early Years** and **Ms. Sweta Jangili, Grade 1 - Homeroom teacher.** Well-being aims to foster positivity in life by being aware and awake of our body mind and feelings which help us understand and accept ourselves and the world better. The well-being programme is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social, and physical development of each student. They shared a few well-being techniques that can be implemented in the classrooms.

**Inclusive Education:** Our School counselor **Ms. Hadiya** and **Ms. Debolina, Grade 5 – Homeroom teacher** attended the session on inclusion. An inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community. They shared some of the best practices and strategies for dealing the students with different abilities followed by reflections.

**Inquiry in Math:** Students are encouraged to actively ask questions and participate in finding answers or solutions to problems. The inquiry approach helps students to make connections between different areas of knowledge, rather than by learning things in isolation. The inquiry in Math was attended by **Ms. Nusrath Jahan Grade 4 – Homeroom teacher,** and **Ms. Shakeeba Baig Grade 3 – Homeroom teacher.** They shared that the learning should be exciting and engaging and the tasks/problems/ scenarios/provocation that spark the interest of students so that they are motivated to solve the problems by stating various examples.

# Learning and Teaching- This Month

## **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 started their inquiry under the theme "How we express ourselves." They were asked to share two aspects that no one is aware about them. Later, they were shown images and asked, 'What do they infer from it?' They came up with words -behavior, appearance, identity, personality, and choice. They found the meaning of these words using a dictionary and co-constructed the meaning. Furthermore, students explored the influence of appearance and behavior on the perspective of others. The students were then shown images of different people in different scenarios. They came up with words like social, culture, rules and norms.

Students describes the words and inquired into various personas and connected to their own lives.





# Learning and Teaching – This Month

## Transdisciplinary Language

Students continued with their weekly spelling assessments and co-constructed them to enrich their vocabulary. They made transdisciplinary connections with various concepts, such as character traits and character sketch, while learning and understanding how appearance and behavior influence the perception of others.

Additionally, when they connected with character traits and character sketch, they also made connections with adjectives and their types.

## Transdisciplinary Math

Students continued to do mental Math every day to review concepts learned earlier. They solved problems involving all four basic math operations and practiced solving word problems.

They also continued collecting data and understood that data could be analyzed using various methods such as mean, mode, median, and range. They practiced problems related to these methods.

## French

Students learned the prepositions of places and started to express time in French using the basic vocabulary.

## Hindi

Students continue to explore the significance of plays (Nataks) in conveying qualities and values. They deepened this understanding by reading plays and sharing their perspectives with the class, by engaging in discussions about the depicted historical period and people's lives.

Additionally, students explore the communication modes of that era through letter writing and essay writing.



# Learning and Teaching – This Month

## Telugu

Students inquired as to how drama works. They were introduced to the philosophy of natika, study of features, elements of the drama, expression of opinions on characters. They were introduced to words with opposite meanings. They also inquired into synonyms.

## Spanish

Students learned time, and irregular verbs like “ser estar (to be) ,ir ” (to go) related directions , time, conditions, feeling, personality and weather.

## PE

Students practiced the drill and march past. Gymnastics and taekwondo trials were conducted followed by practice on the same.

Students practiced the finals of 100m and 4x100m relay for sports day.

## Art

Students explored Cubism with the observation of Artist’s work- Pablo Picasso and Georges Braque, they discussed about the style, subject and timeline.

Students created artwork with the experience of real-life situations and choice of medium. They explored different shapes and forms to create the artwork with Cubist style.

Students compared Cubism and Expressionism, and discussed the similarities and differences between both styles, Students created an artwork with the observation of their surroundings with anyone style- Cubism/ Expressionism, and discussed the reason for creating the artwork with peers.



# Learning and Teaching – This Month

## Dance

Students inquired into body isolation through body warm-up, body stretching, and basic movements of dance. This helped them perform a high range of movements (locomotor- and non-locomotor).

## Music

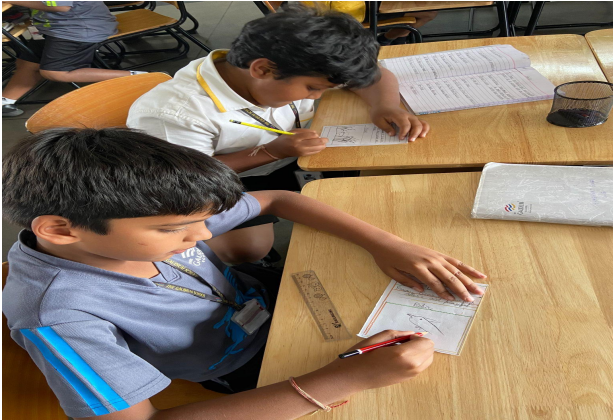
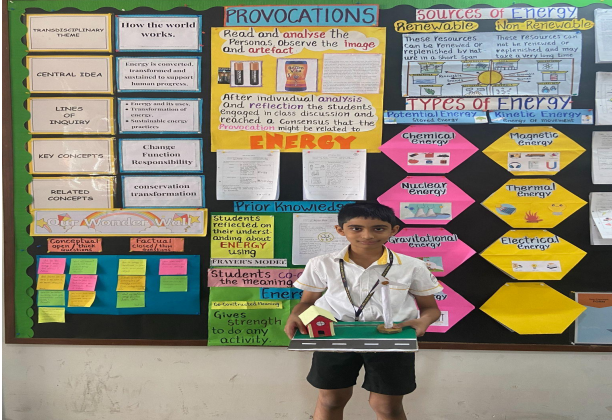
Students were engaged in learning the fundamentals of the staff notation system and time signature. In the first phase, they learned the staff, Treble clef, and Bass clef. Moving forward, students explored note values, encompassing Whole notes, Half notes, Quarter notes, and Quavers. They learned to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



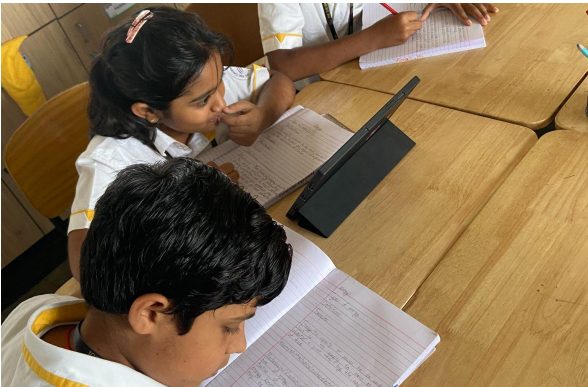
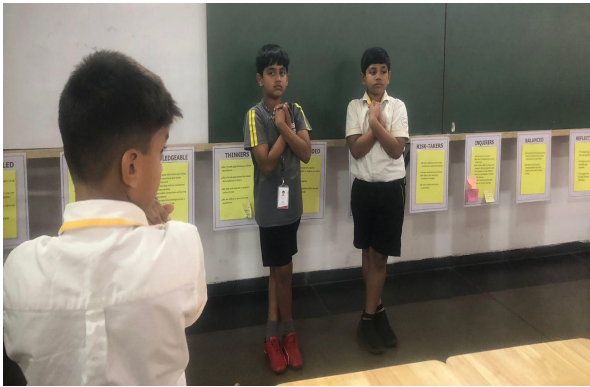
# Learning and Teaching - This Month











# 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:**

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### **IB Learner Profile Attributes:**

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Open-minded

## **Unit of Inquiry**

Students will look a different scenarios of social and cultural gatherings and will come up with the term norms. With the help of guided research, they will inquire about what norms are and how they differ from rules.

Furthermore, students will inquire into what social and cultural norms are and how those will impact to shape one's identity.

While discussing how identity will change as per the time changes, students will connect to the words fashion, style, and trends, in which students will understand that fashion is a collective phenomenon and style makes an individual unique than others.

Students will co-construct the end of unit assessment task with tools and will complete the same.

# Learning and Teaching-Month Ahead

## **Transdisciplinary Language**

Students will dive into an inquiry where they will learn more about adjectives and their types. They will further explore personas and biographies, making connections with the concept of reading news reports and engaging in descriptive writing.

Additionally, students will delve into the realm of figures of speech, exploring metaphors, similes, and personification.

## **French**

Students will continue to learn to express time in French using additional vocabulary. They will also learn vocabulary and phrases related to the birthday celebration and making birthday card.

Students will use thinking and communication skills to express their understanding of the concepts.

## **Transdisciplinary Math**

Students will continue with mental Math practice and solve problems related to fractions and the number system, including the Indian and International Systems (ascending and descending order, comparing numbers, place and face value, expanded and standard form, predecessor and successor).

Students will also make connections with prime and composite numbers, divisibility rules, whole numbers, natural numbers, integers, rational numbers, and whether numbers are even or odd.

## **Telugu**

Students will be introduced to essay writing. They will learn to read articles and write essays using auxiliary words.





# Learning and Teaching-Month Ahead

## Spanish

Students will continue to learn to express time in Spanish, incorporating additional vocabulary. They will acquire vocabulary and phrases related to birthday celebrations and creating birthday cards. Using their thinking and communication skills, students will express their understanding of these concepts.

## Hindi

Students will deepen their understanding of essay writing by exploring its key features. This includes reading a newspaper article that focuses on the use of singular and plural nouns, providing a valuable context for understanding the underlined words.

## PE

Students will inquire into the strategies to be used while playing a football match. They will assess themselves using self-continuum related to skills of football.

They will explore the dimensions of a football ground and practice zig- zag dribbling. Students will work on their second task-sheet.

## Visual Art

Students will look at pictures of the Abstract artists from India (Ram Kumar and MF Hussain) and around the world- as well as list down the similarities and differences between works of 4 Abstract artists. They will try to arrange them chronologically. Discuss the meaning of the word- ABSTRACT!

Where have you heard this before? Why abstract art? What do you think are the features? They will further list down the characteristics and using them draw.



# Learning and Teaching-Month Ahead

## Dance

Students will demonstrate the use of BEST with some inconsistencies in varied and controlled body shape. In relation to the choreographic intent they will also inquire into levels, pathways, time and movement qualities.

## Music

Students will learn about the various music genres such as blues, pop, folk, country, and jazz Indian styles. They will learn an Indian song.

## Drama

Students will keep rehearsing the stories chosen by them in class. They will be divided into different teams according to the need of the play. There will be various teams like stage managers, sound and music team, art or set design teams, dance teams, singers team, assistant directors etc. This classification of groups would help students take leadership roles and develop agency.

# Happenings Month Ahead

Events	Date
School Reopens	3 <sup>rd</sup> January 2024
Sankranti Break	13 <sup>th</sup> January 2024 – 16 <sup>th</sup> January 2024
Republic Day Holiday	26 <sup>th</sup> 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.**

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