



P R I S M

GRADE 4
February 2024

Message from the Head of School – IB PYP

Dear parents,

Greetings!

I overheard a father read this story to his daughter, while I was waiting to board a flight back home from Bengaluru. This story moved me so much that I went online to find it and read again.

One day a little girl came home from school upset because she had lost her number one spot on her chess team. Knowing how important chess was to his daughter, her father asked her what was wrong. The little girl explained that she had worked so hard to get this spot on the team, but now an older boy from a different school had taken her place. Hearing this, her father had an idea to tell her two stories.

First, he explained there was once a young boy at a beautiful beach scooping sand with a plastic shovel. While his other friends were playing, the little boy spent his day creating a sandcastle that included a moat, a popsicle stick bridge, and even walls. After working on his dream sandcastle all day, a large wave approached and destroyed his hard work. But instead of getting mad, the boy decided to try to make another sandcastle, but this time, make it stronger.



Then there was a businessman who lived and worked in a big and noisy city. He was always busy shuffling his papers into stacks, speaking on the phone, delegating tasks, and typing away on the computer. He was successful and regularly gained large profits from his business. Just like the little boy, the businessman spent his life building his kingdom. Both were resourceful in formulating plans, diligent with their work, and determined in their tasks.



Message from the Head of School – IB PYP

The boy always knew there was a chance that the tide could come. He continuously planned how to do things better and prepare for the wave. The boy knew that the tide was out of his control and he couldn't do anything about it, but he could control how he reacted to the situation. On the other hand, the businessman spent his time fighting the tides and waves for many years. When work became too overwhelming, the man felt defeated and his business crumbled, just like the sandcastle being washed away.

After telling the story of these two people to his daughter, the father asked her which one she preferred. His daughter replied that she wanted to be like the little boy. She wanted to keep practicing chess and perfecting her skills, even though she felt knocked down. She never gave up and continued to believe that she could control her reactions to hardships.

(Acknowledgement- <https://www.developgoodhabits.com/perseverance-stories-cm1/>) Perseverance is continuing toward a goal no matter what, while resilience is the ability to bounce back from challenges. We need resilience to persevere. Perseverance encourages flexibility. Perseverant people are innovative. They think outside the box in pursuit of their goals. They're willing to admit when an idea isn't working and they'll try something new. This adaptability benefits their life and makes them more resilient.

Perseverance empowers students to confront academic challenges. It encourages them to seek help when needed, study diligently and persist even when they face new concepts. The students who persevere maintain a steady work ethic, avoid procrastination and stay motivated, ensuring that they are always moving forward in their learning. It is also the driving force behind sustained effort and the pursuit of excellence.

Perseverance is our core value that propels students to overcome obstacles, achieve excellence and develop valuable life skills. We appreciate your continued support and thank you for being a part of our community. Together, we will continue to make a positive impact, and look forward to creating leaders of tomorrow.

Warm regards,

Anjalika Sharma

Head of School-IBPYP



Message from the PYP Coordinator's Desk

Dear Parent

Greetings from the Gaudium!

International Baccalaureate places a strong emphasis on promoting intercultural understanding and respect by encouraging students to acquire proficiency in multiple languages. Numerous studies consistently highlight the cognitive benefits of language acquisition emphasizing its role in nurturing creativity, facilitating effective collaboration, and enabling students to tackle intricate problems with confidence.

Extensive research has underscored the myriad cognitive and academic advantages associated with bilingual or multilingual education, particularly when initiated from an early age. Children exposed to multiple languages often demonstrate enhanced memory, problem-solving abilities, and concentration levels compared to their monolingual peers. Their brains exhibit heightened executive functioning, allowing for seamless task-switching and more efficient information processing. Moreover, the study of additional languages cultivates cultural empathy and a broader appreciation for diverse perspectives. It provides students with invaluable insights into different worldviews and unique modes of expression shaped by language



In today's increasingly interconnected global landscape, proficiency across multiple cultures is becoming indispensable for success in the workplace.

While technological advancements continue to shape our world and promote the acquisition of languages understood by machines, it is disheartening to witness the decline of languages and waning appreciation for one's home language, however I find hope in initiatives like the Mother Language Day celebration,



Message from the PYP Coordinator's Desk

Where I had the privilege of engaging with a group of grade 5 students debating on the preservation of languages.

It is imperative for us to collectively embrace a paradigm shift and take responsibility for safeguarding our languages. Here are some practical ways to nurture multilingualism at home.

1. Communicate with your children in home language.
 2. Encourage children to read hoardings, sign boards while on the road.
 3. Plan family trips to introduce children to diverse linguistic environment.
 4. Show interest in the languages children are learning in the school and if possible, learn from them.
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1. Participate in language-related events such as poetry readings, book discussions, book launches, and visits to public libraries.
 2. Watch appropriate TV shows and movies in local language with subtitles.

Actively fostering multilingualism at home, we can contribute to the preservation and celebration of linguistic diversity for generations to come.

Acknowledgement: https://resources.ibo.org/pyp/works/pyp_1116251465?root=1.6.2.14.9&lang=en&odd=ibo.odd&view=div

<https://blogs.ibo.org/sharingpyp/2015/02/24/culture-of-multilingualism/>

<https://www.linkedin.com/pulse/4-benefits-multilingualism-education-dr-jinal-joshi/>

Warm Regards

Meera Chhabria

Primary Years Programme coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and wellbeing

Students and teachers were engaged in different mindfulness exercises every day. They practiced mindfulness activities like balloon breathing, rock a-bye breathing, dinosaur breathing, shark fin breathing, etc.

Students developed mindful techniques through deep relaxation and body scan, squirrel pose, muscle scrunch and relax exercises which helped them to have a better understanding of how they can calm themselves during stressful situations. Students discussed the importance of growth mindset and were engaged in different activities like quiz, stories, riddles, etc.



Holistic excellence

Students celebrated International Mother Language Day on 21st February 2024, where they introduced themselves in their home and family languages. They heard to a story/rhyme in their home language.

They understood the importance of cultural and linguistic diversity. It was a memorable experience for all the students and teachers to communicate with each other in their home and family language.

Students had a reinforcement of first aid and table manners in the life skills session.



School Philosophy – 5 Developmental Pillars

Core Values

Students enthusiastically embraced the core value “Perseverance”. They emphasized patience, endurance, kindness, listening attentively is the keys to show gratitude. Students read stories of famous personalities and understood the importance of endurance and hardships.

Students discussed about growth mind- set and could set goals for future. They read stories and shared real life examples. Students exhibited their understanding of perseverance in the assemblies.



Global leadership

Students made choices, reviewed essential agreements, and co-constructed the assessment tasks. They took ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps to achieve them.

Students revisited the leadership capabilities and United Nations Sustainable Development Goals (UNSDG) and shared their Understanding.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

The PYP Gaudium Athletics Team participated in the PYP Hyderabad Network Sports Fest- Athletics Meet 2023-24 on Friday 9th February 2024 (Girls Events) and Saturday 10th February 2024 (Boys Events) at The Gaudium School. 12 IB PYP schools from across Hyderabad participated. The Gaudium School won the Champion Trophy for both the boys and the girls' category.



Our Early Years celebrated Grandparents' Day on Saturday, 17th February 2024. It was a wonderful opportunity for us to honour and appreciate the special role that grandparents play in our students' lives.

We had a virtual orientation session for the parents to understand the upcoming unit of inquiry. As important stakeholders and partners of learning, we firmly believe in collaboration to strengthen our academic programme. The Grade-level leaders shared the content to be taught in each unit of inquiry to help parents understand the learning process as well as be able to support their child/children.

Professional Development

45 PYP teachers attended the IB PYP In-School category 2 workshop on "Local and Global Inquirers" in January 2024. They organized, planned and shared their learning with the entire team on Saturday, 3rd February 2024, wherein they presented their understanding of powerful inquiries, and how they facilitate inquiry in their context. The team further shared ways we can provide time for learners to wonder, explore, build, and revise theories, engage in research, and reflect on their learning.



Teachers discussed ways to nurture agentic learners, international mindedness, connected transdisciplinary and learning about language. They shared their perspectives regarding successful inquiries which generally lead to responsible student actions. Actions can lead to further inquiry.

The session ended with reflections where teachers shared their key takeaways from the workshop, how they would incorporate their learning in their classes, and plan the learning engagements to help students learn.



Learning and Teaching- This Month

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

Economic activities rely on a system of production, exchange and consumption of goods and services.

Lines of Inquiry:

- The role of supply and demand.
- The distribution of goods and services
- Rights and responsibilities as consumers

Key Concepts:

Function, Connection, Responsibility

IB Learner Profile Attributes:

Thinkers, Communicators,
Knowledgeable

Unit of Inquiry

Students framed open-ended questions to inquire in detail about the supply and demand. They read articles and case studies to understand the relationship between them. Students researched, collected, and discussed their findings about factors affecting the demand and supply.

They inquired about the laws of supply and demand. To further broaden their understanding of supply and demand an interactive guest session was conducted by the middle and high school subject teachers to enhance their learning process. This interactive session helped students to understand the law of supply and demand followed by sharing their reflections.

Students made connections to distribution channels, tracking systems, packaging, etc while conducting their research. They looked into different services and made real-life connections through various learning engagements.



Learning and Teaching- This Month

Transdisciplinary Language

Students made transdisciplinary connections through persuasive writing while discussing various goods and services and how they are distributed. They researched about the features and techniques of persuasive writing using the OREO Strategy, which helped them understand the steps of persuasive writing. They made transdisciplinary connections to letter writing while discussing the distribution of goods. Students made transdisciplinary connections with adverbs and their different types. They discussed how economic activities help convey actions and manner adding depth to understanding the concepts.

Students had JAM, debate, and extempore sessions, providing opportunities to enhance their communication skills and express diverse perspectives. Students continued to co-construct the spelling lists and had their weekly spelling assessments.

Transdisciplinary Math: Students collected data to understand the relationship between supply, demand, and price. They made connections with data handling and chose to organise the same using line graphs.

They also connected to the demand curve, which showed how the quantity of a good in demand changes as its price changes.

Students made transdisciplinary connections with currency and its various aspects within the market while inquiring into various types of commodities. They connected to profit and loss during their homeroom discussions.

Students made connections to percentages while looking into discounts. They understood how bills were made and learned how to create bills. They further made connections to the unitary method. Students made transdisciplinary connections with the Highest Common Factor and Lowest Common Multiple while discussing the factors that affect the demand and supply. Students had their mental Math assignments everyday to enhance the concepts learned.



Learning and Teaching – This Month

French

Students recalled the “ER and IR” regular verb conjugations in sentences. They learned to conjugate the “RE” verbs and their usage in sentences.

Hindi

Students continued to read about real stories of bravery and achievements from individuals in their own country and from another, reflecting on different historical periods such as ancient times, the period of independence, and post-independence times. These stories were explored to understand various key concepts.

Students were engaged in connecting facts and opinions by categorizing six incidents or sentences along with their respective reasons.

They sorted their research questions under key concepts. Students expressed their understanding by writing a letter, poem, or essay or creating a mind map to share the new stories with their friends or family. They co-constructed the success criteria for these tasks.

Telugu

Students inquired about letter writing and discussed the importance of formal and informal letters. They inquired into the rules of essay writing and newspaper articles, gaining insights through reading and listening to various examples. They explored Ekavachanam-Bahuvachanam, to enhance their understanding of language.

Students learned new words, meanings, antonyms, and synonyms during these sessions.

Spanish

Students learned interrogative words for dialogues and practiced recalling regular verbs ending in 'AR,' 'ER,' and 'IR' by using them in sentences. They studied the conjugations of irregular verbs like 'Hacer' by incorporating them into sentences. Through these exercises, students enhanced their thinking and communication skills, expressing their understanding of the concepts.



Learning and Teaching – This Month

Dance

In dance, choreography plays a pivotal role in orchestrating movements and expressions to create a captivating performance. Building on this, body isolation is achieved through warm-up exercises, stretching, and basic dance movements.

These activities are designed to assist students in performing a wide range of movements, encompassing both locomotor and non-locomotor actions.

Music

Students were engaged in the task of using the staff notation system. They learned about Indian musical genres such as classical, semi-classical, and folk. Students learned how to modify lyrics and make a musical composition. They learned about India's national song.

Drama

Students rehearsed for their plays and have begun working on other aspects of the performance /play , such as visualizing the set, sketching the props, and managing the stage. Students took ownership of their learning and shared their imaginations and ideas, making notes followed by their reflections.

Learning and Teaching – This Month

Visual Arts

Students discussed modern art forms and explored timeline, processes, and Indian /Western artists, along with their approaches to creating modern art. They engaged in creating modern art, selecting their subjects and mediums, and then reflected on their artistic process with peers.

Students observed various paintings by the French artist Henri Matisse. They examined the elements of art in his work and listed down characteristic features. A presentation on the life of Henri Matisse and his artworks was presented. Inspired by Matisse's modern art, students created their artwork incorporating his distinctive features.

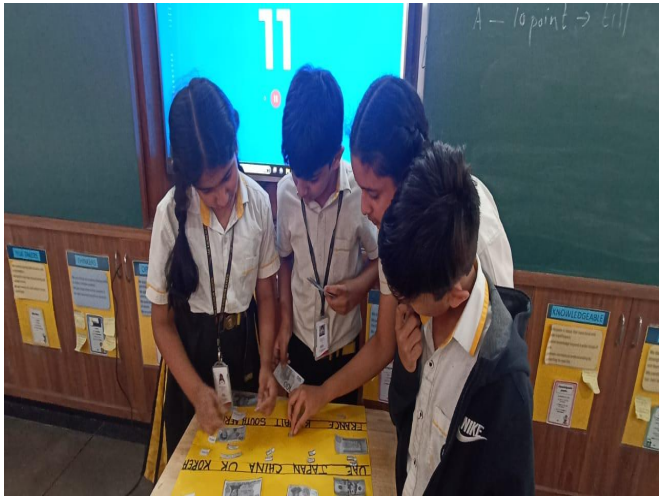
The exploration of Indian art through the ages continued as students observed various paintings and sculptures, creating artworks in their preferred styles.

Physical Education

Students had their prior knowledge assessment related to Basketball. They observed the basketball court, creating mind maps to organize their thoughts visually. To deepen their understanding, students watched a video on basketball. They were engaged in reflective exercises, expressing their observations through the strategy 'I See, I Think, I Wonder and one word that connects all. Students further practised the player stance (offense) and refined ball-holding techniques in Basketball.



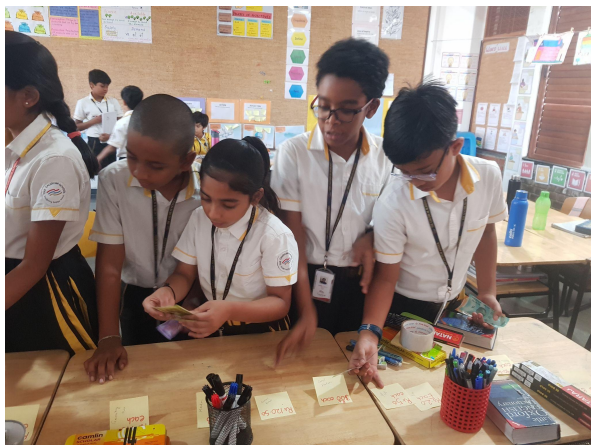
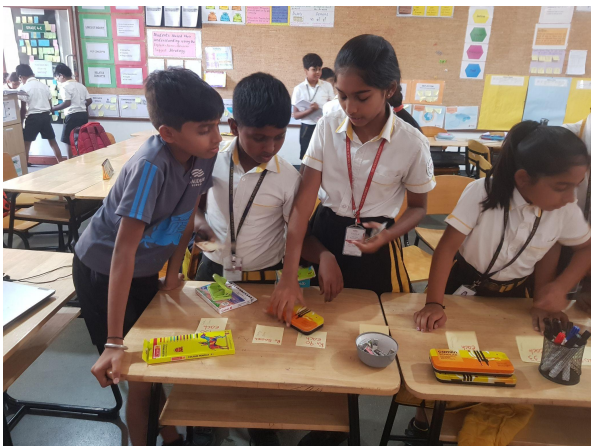
Learning and Teaching – This Month



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 organize ourselves

Central Idea:

Economic activities rely on a system of production, exchange and consumption of goods and services.

Lines of Inquiry:

- The role of supply and demand.
- The distribution of goods and services
- Rights and responsibilities as consumers

Key Concepts:

Function, Connection, Responsibility

IB Learner Profile Attributes:

Thinkers, Communicators,
Knowledgeable

Unit of Inquiry

Students inquired into the law of supply and demand. They looked into market equilibrium and how prices are fixed. They inquired into goods and services followed by the various distribution channel. Students had guest lecture by our high school subject specialist teachers on economy and the demand and supply curve.

Students will research on the rights and responsibilities as consumers and its importance. They will find the difference between a consumer and a customer. They will read and reflect on scenarios and connect to the consumer code.

While doing so, students will interpret the rights and responsibilities of customers too.

Students will co-construct the end of the unit assessment along with the assessment tool and share their conclusions.



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

Economic activities rely on a system of production, exchange and consumption of goods and services.

Lines of Inquiry:

- The role of supply and demand.
- The distribution of goods and services
- Rights and responsibilities as consumers

Key Concepts:

Function, Connection, Responsibility

IB Learner Profile Attributes:

Thinkers, Communicators,
Knowledgeable

Unit of Inquiry:

Transdisciplinary Theme:

Sharing the Planet

Central Idea:

Biodiversity relies on maintaining the interdependent balance of organisms within systems.

Lines of Inquiry:

- The interdependence of ecosystems, biomes and environment.
- Impact of human interaction with the environment.
- Consequences of imbalance within ecosystems.

Key Concepts:

Connection, Responsibility, Causation

IB Learner Profile Attributes:

Inquirers, Risk-Takers,
Thinkers



Learning and Teaching-Month Ahead

Unit of Inquiry

Students will inquire into the law of supply and demand. They will look into market equilibrium and how prices are fixed. They will inquire into goods and services followed by the various distribution channels.

Students will research the rights and responsibilities as consumers and its importance. They will find out the difference between a consumer and a customer. They will read and reflect on scenarios and connect to the consumer code.

Students will co-construct the end of the unit assessment task, tool, and criteria followed by their reflections.

Students will inquire into the new unit of inquiry related to “Biodiversity” under the Transdisciplinary theme ‘Sharing the Planet’. They will have their prior knowledge assessment.

Students will look into the meaning of ecosystems, biomes, and environment. They will inquire into the interdependence of ecosystems, biomes, and environment and the impact of human interaction with the environment.

Learning and Teaching-Month Ahead

Transdisciplinary Language

Students will continue discussing and exploring adverbs and their types. They will continue to practice essay writing and find the difference between essay and paragraph writing. Students will co-construct the checklist for the same.

They will make connections with the suffix and prefix while exploring the meaning of biodiversity.

Students will also make transdisciplinary connections with types of poems and understand that poems have different structures and serve different purposes.

Transdisciplinary Math

Students will make transdisciplinary connections with area and perimeter while researching about the biome locations.

They will understand how objects in our immediate environment have a position in space that can be described according to a point of reference.

To further enhance their learning, students will inquire about points, lines, connections between 2D and 3D shapes and angle types, measuring, and construction of angles. They will revisit HCF and LCM and continue to have their mental Math to enhance their skills.



Learning and Teaching-Month Ahead

Spanish

Students will learn vocabulary related to houses and how to describe their houses in Spanish. They will develop thinking and communication skills as they express their understanding of the new concepts.

Telugu

Students will continue to read 'adventure stories'. They will frame questions for their inquiry and sort them according to the key concepts. They will have spelling assessments. Students will demonstrate the attributes of the IB learner profile and reflect on the same during their learning.

French

Students will learn the vocabulary related to a house and how to describe their houses in French. They will co-construct the assessment tasks, tool, and criteria followed by their reflections for their ongoing assessments.

Hindi

Students will be given the option of watching a movie or reading a biography of authors to gain a deeper understanding of them. They will identify commonalities and differences between the author's life and works. This process will help them comprehend how the writer's life influenced their work. They will have various learning engagements related to the same to demonstrate their approaches to learning.

Learning and Teaching-Month Ahead

Music

Students will explore different stages of musical composition. They will learn the song “One Friend”.

Visual Arts

Students will observe Indus Valley art, Buddhist art, Mughal miniature, and modern Indian art, and compare these styles by considering the timeline and medium. Additionally, they will observe different forms of “Pop Art ”and engage in discussions about Pop culture. They will identify the features that will create artwork in the style of pop art.

Drama

Students will continue rehearsing for the chosen stories. They will now begin preparing for their final rehearsals and performance, focusing on various aspects of the production, such as masks, music, sets, props, costumes, etc.

Dance

Students will learn to create movements and apply this knowledge to expand their repertoire of movements, generating various new possibilities. Students will learn techniques for choreographing dance steps, resulting in the creation of a wide range of new and innovative dance steps.

Physical Education

Students will work and share what they learned about Basketball and will have various learning engagements on the same. Students also learn basic skills (Dribbling- low and high, Passes- chest pass, bounce pass, overhead pass, stance- defensive) and will further reflect on their learning in Basketball.



Happenings Month Ahead

Events	Date
Students Led conference (SLC)	2nd March
Maha Shivaratri	8 th March
Holi	25 th March
Good Friday	29 th March

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/>