



EDUCATE • ENRICH • ENLIGHTEN



P R I S M

Grade 4  
June and July 2024



IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB

# Message from the Head of School

Dear Parents

July has ushered in the true festivities and celebration of Year 10 at The Gaudium School.

You will be delighted to see the year 10 logo incorporated in the newsletter.

Ted x The Gaudium School started the chapter of celebration commemorating 'The Pale Blue Dot' with brilliant insights provided by Sri Pullela Gopichand, Smt.Kalpana Ramesh , Telugu Indian Idol Finalist Veluval and three our High School students.

The Student Council elections were conducted across School with a Junior Council from PYP 5 and the Head pupils and their team from grades 9 and 10.

From Gr 11 and 12 we had the elected House Prefects. Bus Prefects were also nominated from High School. The Student leadership team will be named at the Investiture ceremony on 2nd August in the presence of the whole Student community and their parents. What an opportunity to be the Global leaders that the school philosophy aspires for its students! BRAVO!



We are so grateful to our parents who have volunteered to come and speak to and inspire our students on various curriculum related areas, bringing a breath of fresh air into our classrooms. We are truly grateful for your time and effort.

We are poised for one unique celebration of our 10th year each month and we look forward to your welcoming support and volunteering to make this year at school really special.

Here's to many more exciting events at school...

Sudeshna Chatterjee



# Message from PYP Co-ordinator's Desk

Dear Parent,

Greetings from The Gaudium School!

Welcoming our students to the new academic year is one of the most precious times of the year. This is when we build bonds—between students and teachers, between students themselves, between parents and teachers, and among teachers.

Our core value for June and July is Respect. Our students are learning to develop and nurture relationships through respect from the very beginning of the academic year. They have created essential agreements, taken on class council roles and responsibilities, and set their goals for Term 1.

These activities allow them to reflect on their strengths and challenges. By taking responsibility according to their strengths and setting SMART goals based on their challenges, they are becoming more resilient individuals. While our primary students have settled in well, we welcomed our early years students with great care and enthusiasm. We are happy to share that even our youngest students now come to school with smiles and ease. They have developed strong bonds not only with their teachers but also with the support staff, demonstrating that at Gaudium, we all work as one family.

Students across all grades are engaged in various learning opportunities where they collaborate, inquire, construct knowledge, and ultimately plan to put that knowledge into action.

We are especially proud to share the action taken by our Grade 2 students. As part of their ongoing unit, they created a story booklet and raised Rs 13,699.



With great pride, we share that our beloved R.K. Sir has announced that the school will match this amount.

The total funds will be used to purchase stationery items and will be donated to the Telangana Government Model School in Velimella village, a school adopted by Gaudium. We are incredibly proud of our Grade 2 students.

We also extend our thanks to the Grade 3 parents who volunteered to visit the school and share their personal migration stories with our students. Each story was a valuable learning experience for them.

Lastly, we thank all parents and guardians who connected with our mentors during the TPC.

We look forward to your continued support.

Meera Chhabria



# Professional Development

## Workshops conducted during the induction programme

- 5 Developmental Pillars Of 'The Happy Minds' Model"
- Holistic Excellence
- Core Values
- Mindfulness and Well-being
- Stakeholder Engagement
- Global leadership
- Concept-Based Learning
- Personalized learning/ Differentiation
- Understanding of Language Scope and Sequence
- Introduction to PYP Framework (The Learner, Learning and Teaching and The Learning Community / Transdisciplinary Learning/ Approaches to Teaching )
- Learner Agency and The Learner Profile Attributes
- Inquiry process and Local and global Inquirers
- Assessments /Evidencing Learning
- PYP Exhibition
- Learning Spaces
- PYP Planners
- Jolly Phonics : For Early Years Teachers



# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

Mindfulness trains our minds to understand and direct our attention with greater awareness and skill. It means being more focused and be in the present moment. It helps the teachers and the students to start their day with a positive mindset. The students of grade 4 practiced different breathing exercises like bunny breathing, hissing breathing, and five finger starfish meditation. The students also shared different mindfulness routines like the positive affirmations statements, mindful thinking through different learning engagements.



Practicing mindfulness helps the students and teachers to take care of their mental health. The students have been practicing meditation techniques to calm themselves down and relax during their everyday routine. Wellbeing sessions by counselors emphasize on the development of their meta cognitive skills and emotional well being. It enhances their learning capabilities and creative thinking skills. Regular practice of mindfulness and wellbeing sessions helps students to balance their social and emotional needs.





# School Philosophy – 5 Developmental Pillars

## Stakeholder Engagement

“The Parent Orientations” for New parent was held physically on the campus for clear understanding of the policies and school vision and mission and curriculum. The Existing parents parent orientation was held virtually to give them a glimpse of the academic year and the policies. The first Parent Teacher Conferences was held to establish a connection between parents and teachers, setting the stage for open communication throughout the year.



This helps the stakeholders involved to understand each other's expectations, communication preferences, and the best ways to collaborate for the student's benefit. It is also an opportunity for the parents to share insights about their child's strengths, interests, and learning styles.

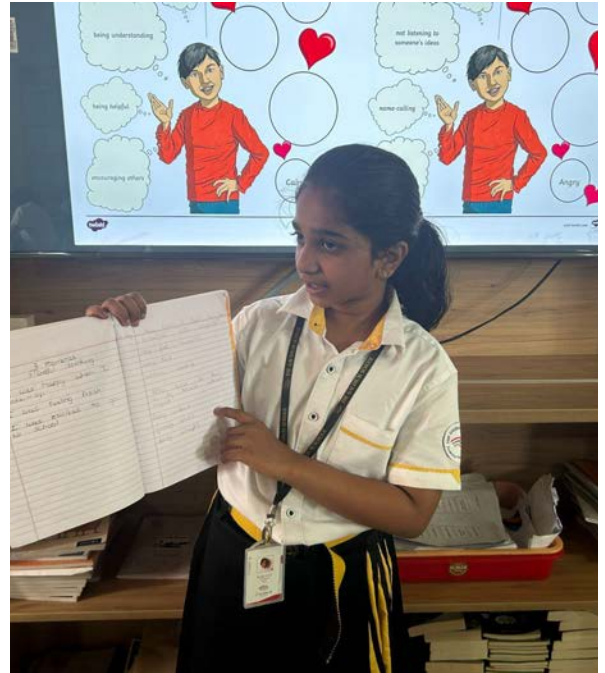
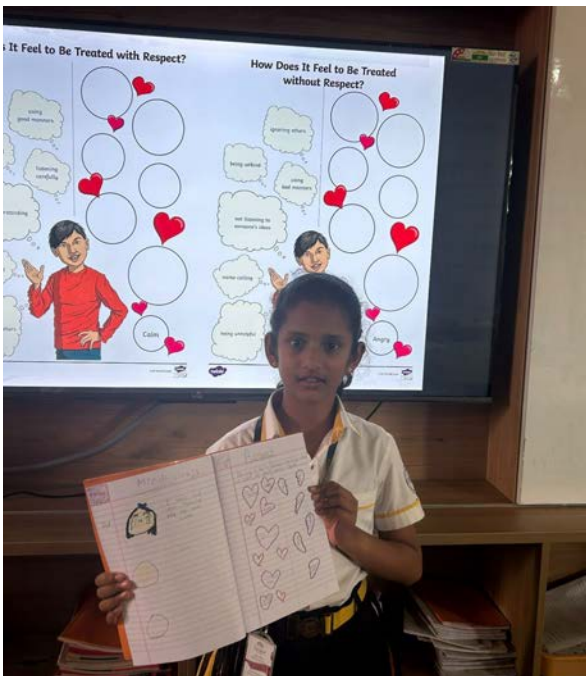
A book fair was conducted along with the TPC where parents explored a variety of books and novels.



# School Philosophy – 5 Developmental Pillars

## Core Value

The core value for the month is “Respect”. The students discussed the meaning of Respect with their peers and teachers. In our school context students understood and shared that respect means “treating others with fairness”, valuing differences, taking responsibility, following essential agreements, caring for other and self respect.



They had various learning engagements to understand the significance of the core value “Respect”. The Students developed and demonstrated respect by reading various stories from get epic, watching videos, and answering quizzes. The students shared their real-life experiences in the classroom with their peers and as role plays during the weekly assemblies.

# School Philosophy – 5 Developmental Pillars

## Global Leadership:

The students organized and conducted their weekly assemblies. Students were involved in making choices, co-constructing the essential agreements. Students take ownership of their learning by setting their learning goals, sharing their reflections, and identifying areas of strength and improvement. Students of Grade 4 participated in Student council Election as a part of Global Leadership.



## Holistic Excellence

The students celebrated International Yoga Day on June 21st 2024. They did different yoga asanas and understood the importance of yoga for good health and well being which is connected to the current theme 'Who We Are'. The students also participated in the collage competition organised for Grade 4.





# Learning and Teaching – This Month

## **Transdisciplinary Theme Who We Are**

**Central Idea:** The effective interactions between human body systems contribute to health and survival.

### **Lines Of Inquiry:**

- Body systems and its working
- Ways body systems are interdependent
- Impact of lifestyle choices on the body

### **Key concepts:**

Function, Connection,  
Responsibility

### **Related concepts:**

Systems,  
interdependence,  
health, homeostasis

## **Unit of Inquiry**

In the first two weeks of school, students of grade 4 had a bonding session with the teachers and the peers. They had various ice breaking activities to get to know each other followed by entry level assessment on Math and English. Post the assessment the students identify their strengths and weaknesses and set SMART goals.

They then started their first unit of inquiry under the theme "Who We Are." The unit started with a provocation task, where the students were shown four different images and were asked to share their observations using the strategy, 'I See', 'I Think' and 'Commonalities'.



# Learning and Teaching – This Month

The students did a rigorous physical activity for example some of them ran on the track and a few danced on the Ram Sam sam song followed by a reflection on How they felt before the activity and How they felt after, using the 'T' chart. After the activity they came up with words like body, system, organised.

The students then did the Prior-knowledge Assessment task using Frayer's Model on body systems where they listed all the types of human body systems.

The Students then inquired about types of body systems by reading books and asking questions. They chose to research and understand in depth about five main body systems: Respiratory System, Circulatory System, Nervous System, Immune System' and Excretory System'.

The students were divided into 5 groups based on their choice of system and explored more about that particular system.

They then made presentations on their chosen system and presented their understanding to the class as a part of their learning.

They also had an assessment on the same where they had to choose any one body system of their choice and write down the functions in a sequential manner. They also had a guest lecture by Dr. Naveen Polavarapu on the functions of different body systems. He also highlighted how unhealthy or junk food can have an adverse effect on the human body.

Going further the students concluded that all the body systems are interdependent. They did various scenario based activities to understand the interdependence of systems followed by assessment on the same.

They also visited the bio lab to understand the placements of organs inside the body. To synthesize learning and draw conclusions the students were also taken to the school gym where the coaches explained how each machinery in the gym is used and how it benefits the human body.

This acted as a provocation task to the third line of inquiry on lifestyles. Students inquired into various types of health and how to take care of them



# Learning and Teaching – This Month

They also looked into real life personas to identify healthy and unhealthy lifestyles. They understood what is BMI and how being aware of it can help an individual towards health and survival.

A session on nutrients and vitamins was conducted by a nutritionist Ms. Urmila who explained the students about vitamins, minerals, nutrients and how its deficiency can have an impact on our body.

During the inquiry the students came up with action based on their learning. Some students created green space within their classroom and others selected to live a healthy life by choosing a healthy snack. As part of action the students calculated the BMI of their parents when they come for the TPC and explained them the criteria on living a healthy life. Students also completed their end of Unit assessment followed by the end of unit reflection.

## **Transdisciplinary Language**

The students did their entry level assessments on the listening, speaking, writing, viewing and presenting skills. Post the assessment the students set goals on the same.

During their unit on human body systems, they learned that language has a system and that included the parts of speech. The students inquired on all the parts of speech followed by an assessment on the same. They also made transdisciplinary connections to punctuations as part of systems in language.

The students also made transdisciplinary connections to explanatory text. Explanatory text includes Procedural writing, which involves creating a step-by-step sequence of how the body's systems function. Students further inquired into recount writing which includes diary writing. The students took the initiative to keep a diary, record their daily activities which has helped them to track their routine.



# Learning and Teaching – This Month

## Transdisciplinary Math

The students practiced mental Math every day to develop their problem-solving abilities and critical thinking capabilities.

Students also did the entry level assessment on numbers, measurement, data handling, shapes and patterns. Post the assessment they set goals on the same.

In connection to their unit on body systems students made transdisciplinary connections to number systems. They inquired into place value, face value, standard and expanded form. They also did the indian and international number system followed by an assessment. The students further inquired into rounding of numbers to the nearest 10s, 100s and 10,000s. They made connection with Place Value, Face Value, Expanded form, Standard form, Ordering and Comparing numbers as a part of number system.

They also made transdisciplinary connections to measurements stating the importance of BMI. They connected to height and weight and the standard units used to measure them. They inquired into meters, centimeters, inches, feet, milligrams, grams and kgs. The students are also inquiring into word problems on the 4 mathematical operations.

## ICT

Embracing the Digital Age: Introduction to Computers

The students have discussed the history of computers, the students co-constructed the definition of computers along with its components. They are also aware of the basic input and output devices. The students further discussed about the operating system and the importance of the bitcoin and cryptocurrency





# Learning and Teaching – This Month

## Telugu

The students revised reading and writing varnamala, sarala padalu, guninthalu padalu and dvitva samyukta padalu. They were also introduced to a 'balala katha' and 'pandem' poem for learning new meanings, elements of the story and poem. They were also engaged in using new words in their own sentences, framing questions and sorting them into open-ended & closed questions, types of questioning words.

## Spanish

The students learned the basic questions and their answers to ask and respond like name, age, place, months, days, school, spoken languages etc. They also learned verbs like "SER, Estar, conjugations". They inquired numbers up to 50, alphabets, accents with vowels and to ask and spell their name and tell their phone numbers.

## French

The students revisited basic concepts like gender, use of articles, verb conjugation and its uses in sentence formation. This will help them to learn and understand the target language better.

Students also celebrated "Bastille day," the French independence day as a part of cultural connection.

## Hindi:

The students started the year by getting to know each other and refreshing their prior knowledge of Hindi alphabets (varnamala), sounds (matras), consonant clusters (samyuktakshar), double consonants (dwitwakshar), and different forms of the letter "Ra". They practiced framing sentences using these elements. They also read stories. The students shared their interpretations and insights with their peers, fostering collaborative learning and communication skills. They learned new words, wrote their meanings and answered questions.



# Learning and Teaching – This Month

## Dance

The students had an introduction to foundation steps (Bounce, rock, roll, wave) of hip hop and learnt freestyle hip hop with music. Students had an introduction to folk dance (Cinematic folk – Patriotic theme) and they will learn few steps with music.

## Drama

The students were engaged in learning about getting to know each other, creating essential agreements, working on goal settings and various things regarding IB PYP like ATL, The attributes of Learner Profile, Concepts etc. Whereas, in the month of July, the students were introduced with various Drama games, exercises and improvisations. Role play was one of them. The students were learning how to be a character and speak like them. They were also learning how to create their stories, dialogues and how to listen to their co-actor and support him or her during a scene. They developed their approaches to learning, the attributes of learner profile, and explored concepts too. They were engaged in the process of enquiry and displayed agency.



## Visual Art

The students discussed about their essential agreements, and the IB Learner Profile to attend the art class, they demonstrated their Learner Profile Attributes through the creation of artwork.

The students discussed about the visual art as well as different form of art and they introduced themselves with the creation of artwork, explored real life situation, through the process.

The students observed different forms of artwork and discussed about the medium, elements and features of those artworks with the use of the strategy- “I see, I think, I wonder”. They created one artwork with their real life situation and the choice of art form, elements and medium. Teacher assessment has been taken after the learning engagement.

The students observed one image of Cave art and one image of Modern art, they explored different features and made the comparison between timeline, medium, and purpose. They created one artwork with the observation of surrounding/ real life situation/ imagination.



# Learning and Teaching - This Month

## PE

The students co-constructed the essential agreement for the PE class. They did the basic stretching & basic exercises as well as fitness related drills. Students were also engaged with recreational games. Students shared their previous learning experiences on track & field events. They also explored the track & field. Students started their inquiry on crouch start by watching a video. They will explore 200m & 400m techniques in athletics. Students learned the finishing technique for short distance events.

## Music

The students are learning the basic vocal fundamentals. Learning to sing the Solfege (Indian & Western). with Hand gestures. Learning to sing vocal exercises in different pitches and tempo. Learning the song Maa Tujhe Salam for independence day.

## Compulsory Telugu:

The students introduced themselves in Telugu and shared their interests and their hobbies. They learned Telugu letters అ(a), ఆ(aa) and some simple words. The students were also introduced to some of the letters క(ka), డ(Dha), ల(La), ఉ(U), ఊ(UU), ఇ(E), ఈ(EE), త(Tha), ఋ(Ru), ౠ(Ruu), ణ(Ana). They learned some simple words using these letters.



# Learning and Teaching - This Month



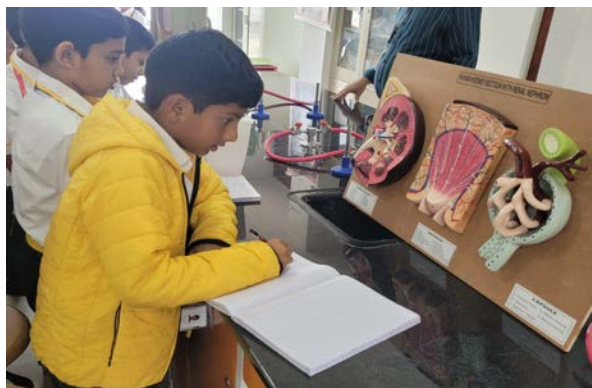


# Learning and Teaching - This Month

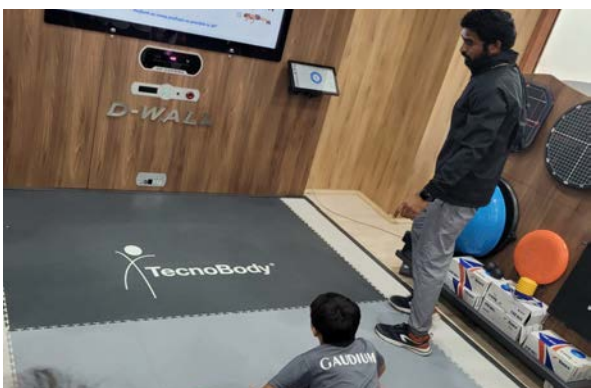




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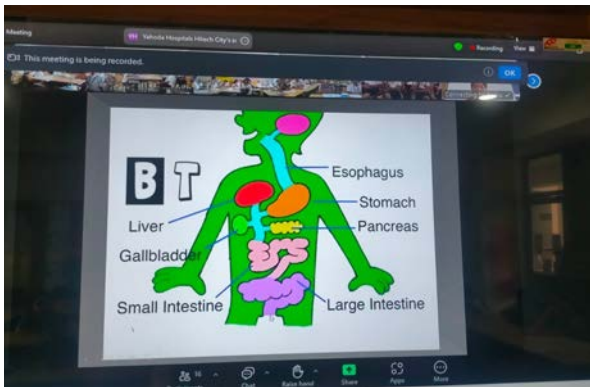
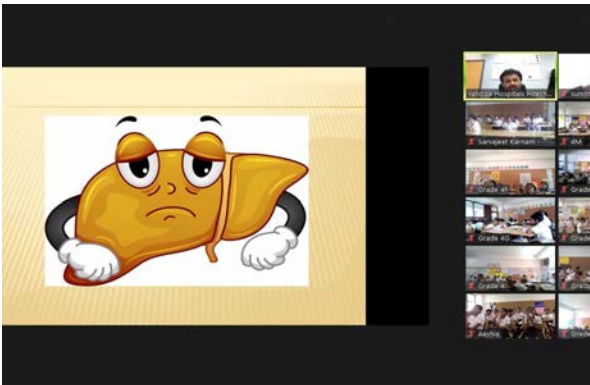
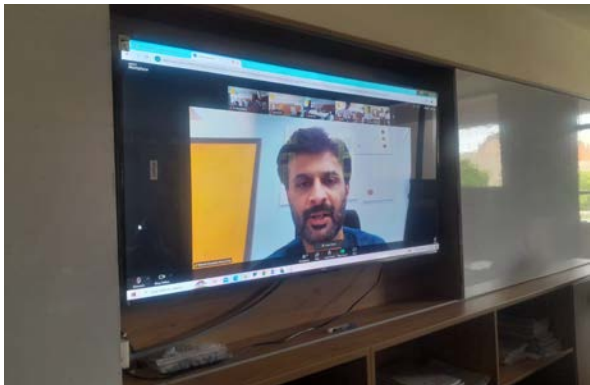


# Learning and Teaching - This Month





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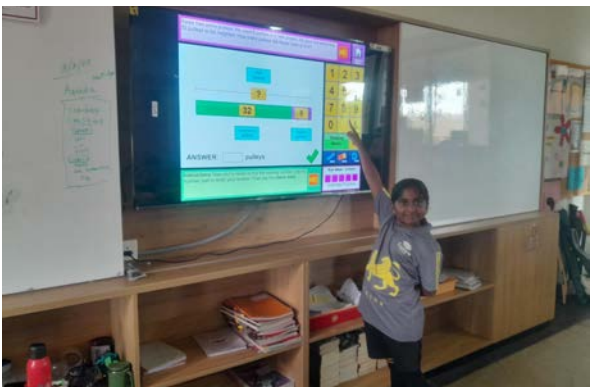


# Learning and Teaching - This Month





# Learning and Teaching - This Month



# Learning and Teaching - This Month





# Learning and Teaching – Month Ahead

## **Transdisciplinary Theme**

**Where We Are in Place Time**

### **Central Idea**

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

### **Lines Of Inquiry**

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

### **Key concepts**

Function

Causation

Connection

### **Related concepts**

Continuity, progress, difference, validity,

## **Unit of Inquiry**

The students will start their 2nd unit of inquiry under the theme “Where we are in place and time”. The students will assess the prior knowledge on civilizations.

Students will co-construct the definition of words like civilization, history, civilize and make transdisciplinary connections to language and math. They will inquire about the origin of civilizations, their characteristics, and list the different types of civilizations. They will do so by researching and by gathering information about different ancient civilizations and their evidences.

They will further organize and interpret the information gathered by using any graphic organiser for example mind maps and categorize information about the various civilizations, focusing on characteristics, evidence, and the analysis.



# Learning and Teaching – Month Ahead

## Transdisciplinary Language

While inquiring about civilization, the students will share about the origin of civilization. Through this, they will connect with 'Root words,' prefixes and suffixes along with homophones, homonyms and homographs.

They will make connections to tenses and its types. Followed by writing an information report.

The students will have their weekly spelling assessments and co-construct the same to enrich their vocabulary.

## Transdisciplinary Math

The students will start with mental math practice, every day to revisit the concepts learned earlier. They will also revisit the number concepts of addition, subtraction, multiplication and division through word problems followed by understanding the DMAS rule. They will also inquire into divisibility rules (2,3,4,5,6 and 10).

In connection to the unit on civilization the student will make transdisciplinary connection to timeline. The students will create timelines of major events in ancient civilizations. The Students will calculate the time intervals between events and use these timelines to understand the chronological development of civilizations. They will further make connections with Roman numbers, calendar, time, and elapsed time.



# Learning and Teaching – Month Ahead

## French

The students will learn new concepts like vocabulary on professions, Masculine & Feminine forms. They will also learn how to express professions of their family members or any famous personality.

## Hindi

The students will learn nouns and their types (Jativachak, Vyaktivachak, Samuhvachak, Dravyavacak & Bhavvachak sangya) through stories, engaging activities, and real-life examples. Task sheets will be sent for extended practice. The students will practice identifying nouns in both poems and stories to reinforce their learning. They will recite poems, identify rhyming words, and even share some rhymes from their own experiences! They will dive into historical stories (Etihasik Kahani) and share their understanding on what the story was about, the characters, the setting, any problems faced, and solutions. They will also note down new words and their meanings.

## Telugu

The student will learn about elements of poems like rhyming, new word-meanings, antonyms, and poem recitation through a rhyming poem.

## Spanish

The students will learn about their family members and learn to introduce them by name, age, profession, place. They will learn grammar like indefinite articles “un, una, unos” and possessive adjectives. They will use thinking skills and communicative skills to express oneself and others in Spanish.

## Compulsory telugu

The students will continue learning letters and ఎ, ఏ, ఐ, ఒ, ఓ, ఔ అం, అః, మ, ఐ, ట, న and also simple letters, numbers, week names, body parts, animal names and flower names in Telugu.



# Learning and Teaching – Month Ahead

## Visual Arts

The students will look at two images of each – Altamira and Bhimbetka cave art, they will recognize the style and features with timeline. They will create one artwork with the choice of art style. Students will be given flip classroom homework to read about the cave art. Students will observe different artwork from the civilization and explore the timeline, process and purpose to create these artwork. They will have a discussion on material culture of the civilization and create own artwork with same approach.

## Drama

The students will work on creating short skits for the coming assemblies. They will be engaged in learning about role plays and creating short improvised skits based on situations or any story.

## PE

The students will do research about middle distance events in athletics. Students will learn starting and finishing technique for middle distance events. Students will do the task sheet for athletics. Students will explore the jumping events. Students will watch the video of jumping events.



## Music

The students will be learning the basic vocal fundamentals in different variations. They will be learning the Solfege (Indian & Western). with Hand gestures. They will also learn to sing vocal exercises in different pitches, tempo and rhythms.

The students will learn the song Maa Tujhe Salam for independence day. They will learn how to read music ( notation, staff).

## Dance

The students will learn next set of dance movements (8 count and 4 count steps) in folk dance (Cinematic folk – Patriotic theme) with music.

## ICT

The students will learn about parts of the Microsoft suite, key features of word, benefits of the word processing, creating and editing the documents and its uses





# Happenings Month Ahead

| Events                                    | Date             |
|---|------------------|
| Parent Teacher Conferences<br>Grade 4 & 5 | August 3rd 2024  |
| Independence Day                          | August 15th 2024 |
| Varalakshmi Vratam                        | August 16th 2024 |
| Janmashtami                               | August 26th 2024 |
| National Sports Day                       | August 29th 2024 |

**Our website:**

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

**Events link:**

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

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