



PRISM

Grade 5

Message from the Principal's Desk

Dear Parents,

Greetings!

Leadership capabilities range from intellectual and interpersonal skills to the conceptual and creative – required in today's environment. Effective leaders are aware of the happenings in this chaotic world. They realize the new and better methods and at the same time integrate it into a cohesive framework that helps others understand the next step forward.

Leaders are not just about decision making and strategy, they are the ones who take risk, go against the grain, often driven by a higher cause, a deep care for others or a complete conviction that they are acting for the greater good.

In this edition of the newsletter I share with you an interesting and a valuable leadership story and lesson!



There was a beautiful kingdom, which was ruled by a prince who took over the Kingdom after his father's death. After few months of ruling, things started testing him.

The drought caused losses for the farmers, many animals, birds, and precious plants in the forest were lost. This was followed by an unknown disease which affected many people. After few months, things started slowly improving before they could recover completely, an enemy king took over the kingdom.

The young king somehow managed to escape and planned to meet his childhood friend who was the king of a neighboring kingdom.

On his way, he was thinking about how all these things could have happened to him. He was born to be a king of the most powerful and richest Kingdom, but now he lost everything. He believed that he had bad luck because nothing has happened to his father or any other king he knew.

When the Young king reached his friend's palace, the guards did not allow him, because of his dirty looks and clothes and he tried many times and all failed. He took a job so that he can buy some clothes. After some days with new clothes, he was allowed to meet his friend.

He explained all the things that happened to him to his friend. After hearing his story, his friend king ordered his people to give him a herd of 100 sheep. The young king was surprised as he was expecting much more than this. He doesn't want to be a shepherd. But he has nothing else, so he took his friend's offer.

After a few days, while he was grazing his herd, a group of wolves attacked his herd and killed all. While the wolves were attacking, the king ran away from that place. Then he again went to his friend and asked for help. This time he gave 50 Sheep. But once again he failed to protect his herd from the wolves. The 3rd time, he was given just 25 sheep. This time young king decided that, if I don't protect my herd from these wolves, he will not get any more help from his friend. So, he studied his place completely and understood the wolves' attacking areas. He added additional fences and guards all around. He continued to monitor the places and talked to all people and kept on learning the tricks of maintaining the herd.

After a few years, his herd has grown into 1000 Sheep.

With so much joy he met his friend and shared his achievement. After hearing him, the friend ordered his ministers to give him a whole state to rule over. Hearing this, he asked his friend "Why you didn't give me the state to rule when I first came to you for help?"

The friend king replied, "First time when you came to me for help, your mindset was like you were born to be a leader, but the truth was you are far from it. You needed to learn to lead your people. So, when I gave you the herd, I was waiting for you to learn, how to manage and lead others. Now I believe you are ready to lead others!"

(Source-<https://winnersstory.com/short-stories-leadership-1/>- adaptation)

Holding a position doesn't make you a leader. Knowing your people better, winning hearts and minds, achieving dreams and goals are important. Leaders handle situations for a better outcome- they make a difference.

Let each one of us ensure that we are leaders, who are ready to make a difference and provide our students opportunities to build their leadership capabilities as well.

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

As we continue our journey this academic year, we aim at nurturing self-efficacy and agency amongst our students. Our teachers and students continue to be a partner in the learning process. The students continue to set goals for their learning, co-construct success criteria, assessment tool and tasks along with their teachers. They have started making connections with attributes of Learner Profile and Approaches to Learning.

As a part of the evaluation our teachers have been divided into 4 groups according to the 4 categories- Environment, Learning, Purpose and Culture.



They have been working in their respective groups and actively collecting evidences and analysing it. We are in the process of reading the self-study questionnaire.

Our parents have been a part of the informative sessions and have been attending it to understand the programme better.

They had sessions for understanding Policies, Assessments in PYP, Design Thinking and Inquiry. We also conducted sessions for our administrative department on policies and alignment of IB mission and school mission.

All our teachers have been registered for an online IB workshop. They will attend the workshop from 1st to 29th of September.

To improve our well-being, keep ourselves calm and healthy our P.E department has taken an initiative and started the programme "Start your day with Yoga". The students, teachers and parents have started joining us in the morning to practice Yoga asanas.

We value your cooperation, support and trust. Looking forward to have a great year ahead.

Trishna Sharma

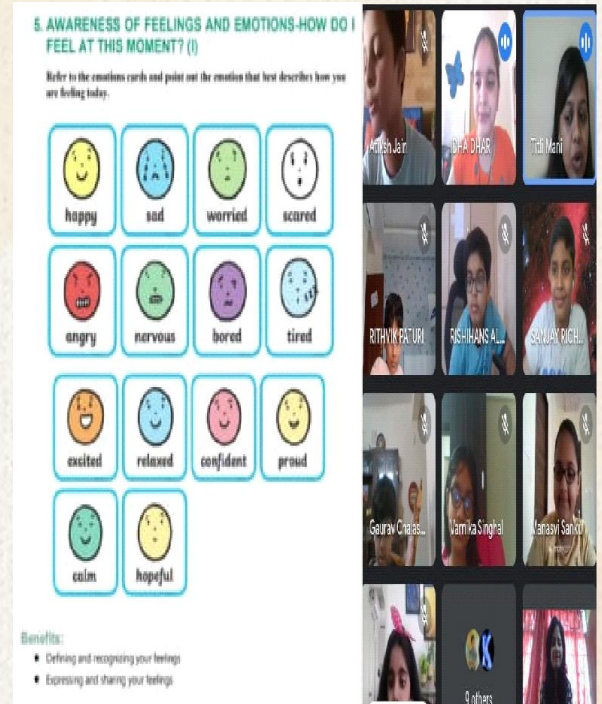
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers continued practicing mindfulness every day. Students expressed their gratitude towards others and made Gratitude Jar.

Learners also practiced mindfulness activities like Bunny Breathing, Mindful walking, starfish breathing.



As part of well-being, the school counsellors also conducted sessions on emotional management.

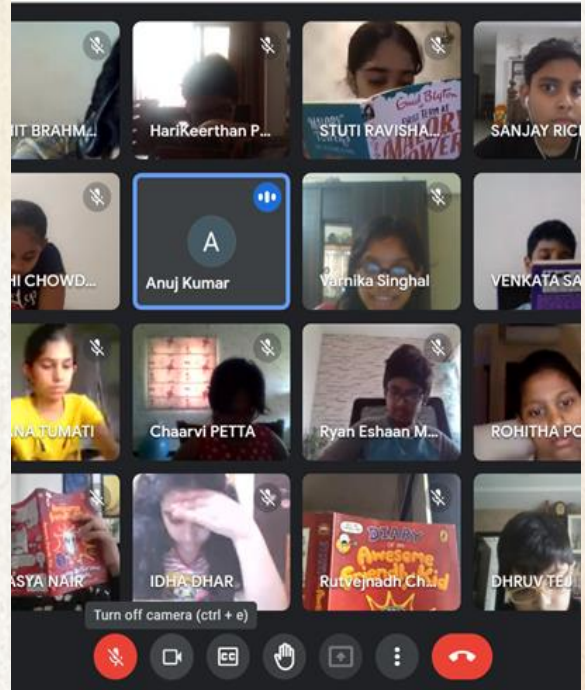
Learners actively participated during the group discussions followed by their reflections.

School Philosophy- 5 Developmental Pillars

Core values

The core value for the month, 'Respect', was inculcated in various ways.

They discussed ways of respecting their parents, friends, environment, and country. Students self-reflectd on their practices to develop the core value. Students shared their favourite stories and real-life examples where they showed respect for each other.



Holistic Excellence

As a part of holistic excellence, students participated in DEAR time. They thoroughly enjoyed listening to the stories and shared their reflections as well.

The students continued their Design Thinking process, worked on their prototype, and shared their innovative and practical solutions for their problems.

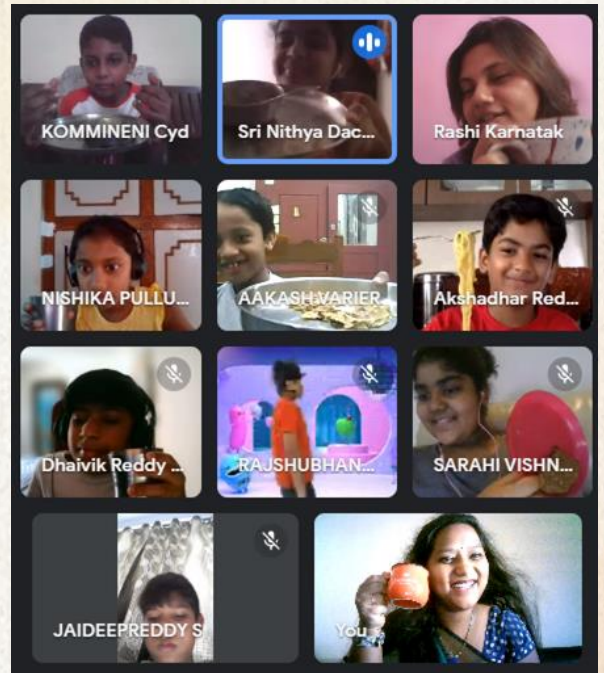


School Philosophy- 5 Developmental Pillars

Stakeholder engagement

Students and teachers connected well through the event, "Bonding over breakfast" to bond well with their peers and teachers.

School policies were shared with the students and their reflections were taken.



Parent information sessions were conducted every Saturday to inform parents about design thinking, school policies, inquiry, and assessments followed by their reflections.

The stakeholders also celebrated Independence Day and National Sports Day.

School Philosophy- 5 Developmental Pillars

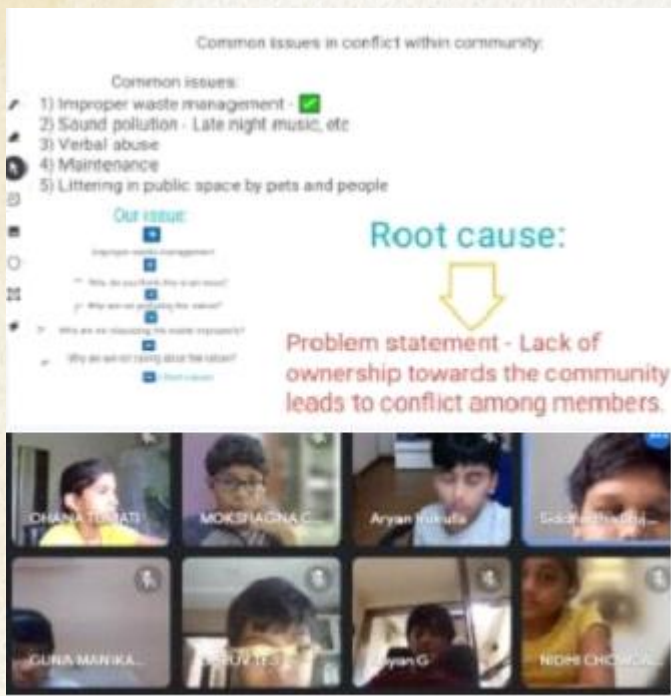
Global Leadership

Students organized and conducted their weekly assemblies as part of the global leadership pillar.

Students were involved in making choices, co-constructing essential agreements, and assessment tasks.



The students engaged in weekly and monthly goal setting.



Students were able to connect to the UN sustainable development goals - Peace, Justice & Strong Institutions during the design thinking process.

Professional Development

Session by the inclusion department

Ms. Jaswandi Sahasrabudhe, School counsellor, conducted a session on Self-criticism. It is an evaluation of one's behaviour and attributes, with recognition of one's weaknesses, errors, and shortcomings. Self-criticism impacts our decision-making skills, leads to clouded thoughts, strained relationships with others and self, and negative thoughts patterns about ourselves. She concluded the session by suggesting few ways we can work on excessive self-criticism and emphasized on the importance to balance self-improvement with self-acceptance.

Evaluation self-study:

We continued to collaborate and share different strategies to collect and analyze the evidence for our self-study process by revisiting the IB standard and practices document.

Parent informative sessions:

We conducted the parent informative and interactive sessions for the parents on various policies, Inquiry, Design Thinking, and Assessments.

These sessions are designed primarily to understand the elements of the programme as well as our journey in the programme.

Professional Development

Reading Sessions

The following documents were discussed as part of our regular reading sessions:

Solo Taxonomy: This document focused on understanding different levels of thinking within the SOLO taxonomy and discuss how SOLO taxonomy can be used to design learning outcomes across a unit of inquiry (a learning progression), identify inquiry-based strategies to support students and structure success criteria for a specific task.

Student Language Agreements:

Through this document we developed an understanding of how to establish agreed understandings about language use among students and teachers.

Translanguaging: This document covered what translanguaging is. As part of sharing reflections, the team discussed strategies for building an active translanguaging classroom.

Developing a culture of questions: We read and shared our reflections on the importance of questions in inquiry learning, and how students can be supported in developing their questioning skills.

Flexible Unit Time Frames: The document gave insight to a range of flexible unit time frames and the associated benefits.

Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Exploration leads to discoveries, opportunities and new understandings

Lines of Inquiry:

- Reasons for exploration - function
- Changes in exploration over time - change
- Consequences of exploration - causation

Key Concepts:

Function, Change, Causation

IB Learner Profile:

Communicators, Open-minded, Knowledgeable, Inquirers

Unit of Inquiry:

Students continued inquiring about the causes of conflict under the transdisciplinary theme 'Sharing the planet'. They identified various causes for the conflict as misunderstanding, personality clashes, lack of cooperation, etc. While inquiring, students understood the purpose of human rights and equity.

They also discussed human rights and laws that protect the rights of people who need additional protection and opportunities. Learners further concluded that this is done to ensure equity in society and to avoid conflict arising out of discrimination based on caste, creed, religion, etc.

They understood the role of human rights activists who work individually or with others.

Learning and Teaching- Month Review

They inquired about various human rights activists, for example., Nelson Mandela, Dr. Martin Luther King, Malala Yousafzai, Mahatma Gandhi, etc. Through guided research and from real-life experiences students shared various strategies used to resolve the conflicts.

As a part of the Design Thinking process the students collected data from the learning community through a survey. Based on the data they analyzed and grouped themselves under conflict with self, conflict with others, and conflict within the community.

Based on the reasons, students used the 5 WHY strategy to understand the root cause of the problem which helped them frame the problem statement.

As part of the end-of-unit assessment, students found solutions and shared their prototype for the problem they had identified.

Students started their new unit of inquiry under the theme 'Where we are in place and time. During their provocation, students came up with the words explorer, exploration, etc. They also explored the voyages of different explorers and sort them accordingly.

Learners discussed the causes of exploration and connected them to the key concept of causation. They looked into the changes in the exploration over time, and also explored changes in tools, technologies, and the reasons for explorations.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students continued with their weekly spelling assessments and co-constructed the same to enrich their vocabulary.

While inquiring about the causes of conflict students understood how an argument leads to conflict thus making a connection with argumentative text and essay. Students researched about argumentative writing and understood that it is a text where the writer is either 'for' or 'against' an issue or subject.

They were also able to connect to tenses during the homeroom discussions and identified the different types of tenses.

Students were able to connect to the novel study and started reading the novel "Kalpana Chawla - a life".

Transdisciplinary Math:

Students continued doing mental math every day to revisit the concepts learned earlier.

Students solved sums based on all the four number operations and practiced word problems. Students inquired about the steps of problem-solving.

They made connections with 'equations' while inquiring about equity and equality. They made real-life connections and solved various equations. While solving equations, they also learned about variables and constants in algebra. They derived the method of solving equations with unknown values.

Students made connections with the timeline and time during the discussions on various explorations.

Learning and Teaching- Month Review

French:

Students explored some introduction phrases. They introduced themselves, learnt numbers & names of the family members.

They began learning about irregular verbs' conjugation as well.

Spanish:

Students learned numbers 1-10, alphabet D, F, and vowels E, I, O, U.

They shared their reflections on their understanding of learner profile and ATL and learned those words in Spanish. Students started reading simple sentences.

They recited rhymes and explored phrases like- ¿Cómo se dice (word/thing name) en Español?.

Hindi

Students read the poetry Samay Mulyavaan Hai. They framed questions and sorted it. Students recited poems after discussing the criteria for poem recitations as a part of their assessments.

Students discussed about Ekanki and shared how is it different from stories and poems. They shared the characteristics of Ekanki. They framed sentences, found antonyms and synonyms by using new words from Ekanki.

Students identified adjectives and nouns while reading the Ekanki. They inquired about the different types of adjectives.

Telugu

Students discussed the main features of the Eakankika . They identified the antonyms, synonyms, and framed sentences.

Students discussed the success criteria and reflected on the attributes of the learner profile and the ATL that they have demonstrated in their learning.

Learning and Teaching- Month Review

Drama:

Learners explored the concept 'Character in Script'. They were engaged in a few learning engagements where they participated in groups, pairs, and individually. They enacted different characters that helped them develop their imagination, and questioning skills.

These exercises helped them understand the 'Character in Script'. Learners co-constructed the assessment task and the criteria for their assessments. They also reflected on the attributes of the learner profile and the ATL that they have demonstrated during these learning engagements.

Dance:

Students continued to explore the folk style -Bhangra. They focused on their body postures, body coordination and twirls.

PE

Students discussed different track events and they developed their understanding of different physical fitness components the athletes need to develop.

Students explored and understood the different types of sprint events. Students had a provocation and did their prior knowledge assessment on the unit change, challenges & adversity. They also set their goals for this term.

Music:

Students continued with building up their understanding of the concept "Pitch". They sang the song "I Have a Dream" in different pitches and shared the challenges while singing the song. They chose to sing the same song in their preferred pitch. They recorded their singing and focused on maintaining the correct pitch projection while singing the song.

Learning and Teaching- Month Review

Students started inquiring about "Rhythm". They identified the diverse rhythm arrangements after listening to the given soundtracks. They constructed the meaning of "Rhythm".

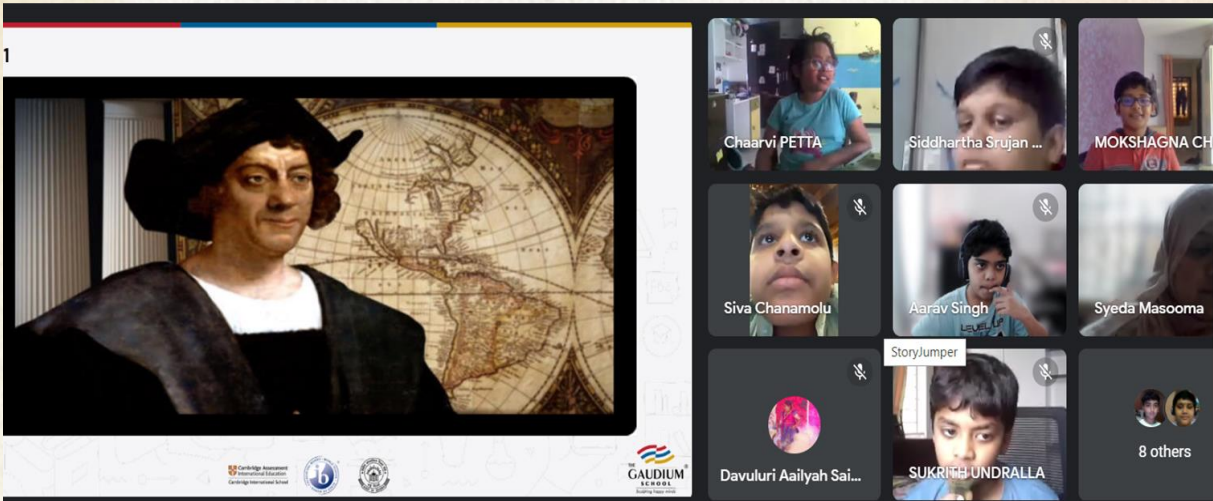
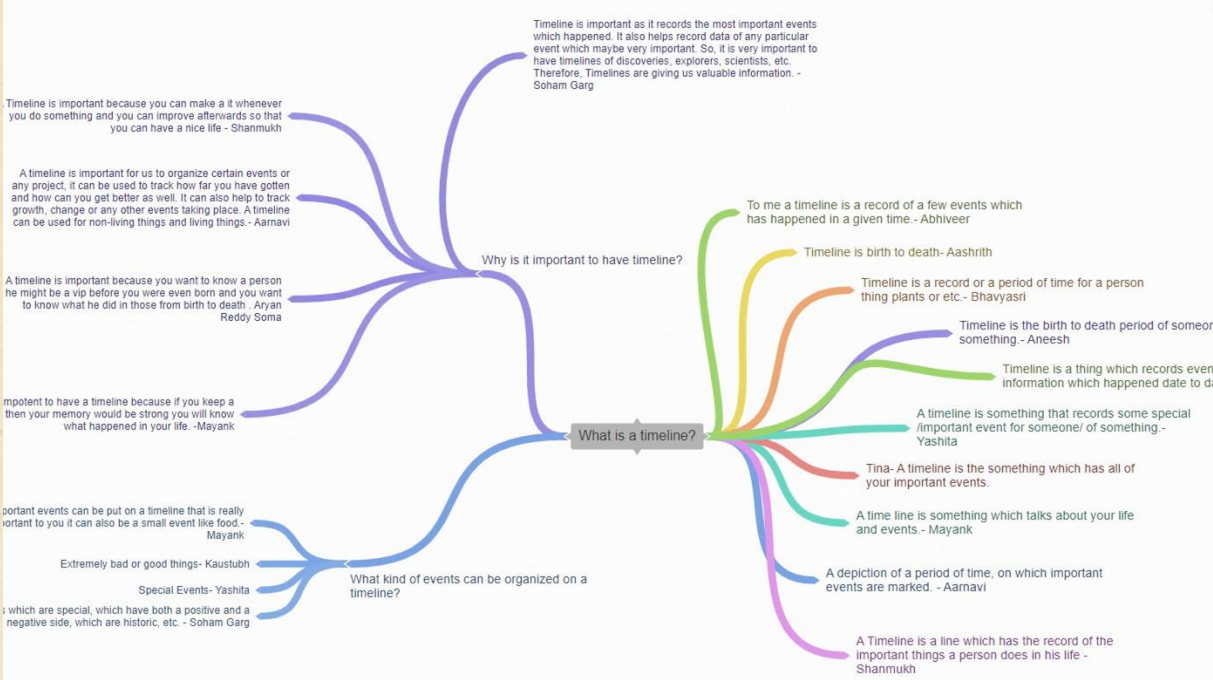
Art:

Students continued working with ancient art forms. They selected two ancient art forms, read and analyzed the differences and similarities between them using graphic organizers. They created an artwork on two chosen ancient art forms.

The students also started working on modern art. They selected 2 modern arts and wrote their interpretations and perspectives using various online tools and created an artwork and self-reflected on their learning.

The students shared the attributes of the learner profile and the ATL that they have demonstrated. They have co-constructed their assessment task, tools, and criteria in the groups.

Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

How We Express Ourselves

Central Idea:

People create or manipulate messages to target specific audiences.

Lines of Inquiry:

- Influence of images, text and music on target audience
- Critical evaluation of messages present in the media
- Ways people respond to messages
- Role of media in messages

Key Concepts:

Connection, Perspective, Causation, Responsibility

IB Learner Profile:

Thinkers, Communicators, Principled, Reflective, Caring

Unit of Inquiry

Students will continue to inquire about the causes of exploration.

They will further explore the effects of exploration, sort them into positive and negative effects.

They will co-construct their end-of-unit assessment task.

Learners will start inquiring into their new unit under the theme "How We Express Ourselves".

They will look at the meaning of the terms 'audience', 'message', 'target', 'manipulate' etc. They will inquire about how the different aspects of messages- images, text and music influence the audience.

They will critically evaluate messages and inquire in to the role of media.

Learning and Teaching- Month Ahead

Transdisciplinary Language

Students will continue to work on tenses and its types. They will co-construct the assessment to assess their learning.

They will make connection to prepositions, adjectives, and types of adjectives while exploring about changes and consequences of exploration over time. They will also inquire about biography and autobiography.

Transdisciplinary Math

Students will continue having mental math practice and solve real-life problems on the concept of elapsed time.

Students will make the connection to speed distance and time while exploring the tools and routes of explorers.

They will also work on the concept of area and perimeter of different shapes as they made the connection while exploring maps.

Hindi

Students will read an Ekanki and sort the adjectives. They will choose one Ekanki and share the story with their peers.

They will connect and inquire about verbs and adverbs through various learning engagements.

French

Learners will start exploring the verbs ending with ER and IR. In addition, they will frame sentences using verbs and learn more words and phrases to be used in classroom practices.

Learning and Teaching- Month Ahead

Spanish

Learners will explore the basic introduction- saying the name, age, likes, and dislikes in Spanish, alphabet letters G, H, J, K, L, M, N, P, Q, R, S, and related words with them in Spanish.

Telugu

Students will learn the parts of speech, tenses, and idioms while reading Eakankika.

Music

Students will listen to a single song arranged in diverse tempos. They will sing the song and share the challenges faced while singing the song. They will choose to sing in the tempo of their preference, record it and share it with their peers

Art

The students will research about Nature art and the artist's style. They will observe the art from different countries, discuss the features to find the similarities and differences between them.

They will work on their chosen art form.

PE

Students will continue with the learning engagement related to different track events (sprint, middle, and long-distance.). They will work in different groups to explore and understand the different starts in sprint events.

Students will explore and understand different field events. They will perform and analyze the movements of long jump and shot put.

Learning and Teaching- Month Ahead

Dance

Students will be introduced to a new dance style- Lyrical Contemporary.

This dance form will help them to use the given space wisely and to express themselves using various emotions.

Drama

Students will inquire about 'Mime'. They will watch few videos, pictures and discuss about the form.

Happenings Month Ahead

Teachers Day Celebration: 4th September

International Literacy day: 8th September

Bonding Over Breakfast: 11th September

World Mindfulness Day: 13th September

Hindi Divas: 14th September

International Dot Day: 15th September

Student Led Conference: 18th September

International Day of Peace & World Gratitude Day: 21st September

Our website:

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

Events link:

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

Learning blogs:

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