



PRISM

Grade 5

Message from the Principal's Desk

Dear Parents,

Hope you are all safe and in good health! As uncertainty continues to exist large before us, I share a story with you, which pushed me to think about ourselves.

Aman was walking near a group of elephants that was halted by a small rope tied to their front leg. He was amazed by the fact that the huge elephants were not even making an attempt to break the rope and set themselves free. He saw an elephant trainer standing beside them and expressed his puzzled state of mind. The trainer said "when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them.



As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free." It is the false belief of the elephants that denied their freedom for life time.

(source-

<https://www.edsys.in/motivational-stories-for-students/>)

It is very important that we inculcate in ourselves good self-esteem and positive thinking, as both these lead to positive actions including goal setting, problem solving, dealing with others, taking risks and building a balanced life. Positive action motivates us to achieve our goals which in turn makes us happy, confident and in control to manage challenges and learnt from our mistakes.

We need to do a few things together to ensure that we are ready to face any adversity or challenge with grit and resilience

1. Practice mindfulness
2. Set goals and have vision for self
3. Learn to solve problems with a solution
4. Value your ideas and views - never shy away from taking risks.
5. Be responsible for your actions
6. Spend time with people who matter the most to you
7. Have a balanced life-time for everything including self

The PYP team has been trying to follow these during their reflective journey of self-study for the programme evaluation due in February, 2022. They have been gathering data from all stakeholders and evidences of learning and teaching to identify and analyze areas we have been doing well and areas we need to continue growing!

On this note, I thank you all for being with us in our journey of making learning collaborative both online and offline, preparing students for the future!

Anjalika Sharma

IB PYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

As our evaluation is due in February 2022, our team has reflected and analyzed the evidences collected for the Programme Standards and Practices and Programme Development. We have submitted the self- study questionnaire successfully on the IB concierge.

Students of grades 1, 2 and PP2 had opportunities to develop and demonstrate their critical and creative thinking skills while engaging in Design Thinking process. They came up with innovative solutions for existing problems. Our students of Grade PP1 shared their ideas for a useful and safe play equipment that they would like to design for their friends.



Students of Grade PP2 shared n what they would like to invent given an opportunity, who they would invent it for and why. They are currently working on ideating and designing the prototype using the Design Thinking process.

In connection with the current unit of inquiry, our Grade 1 students used Design Thinking to identify potential problems around them and find solutions demonstrating their imagination and creativity.

Students in Grade 2 inquired into challenges associated with a choice of material, during its manufacturing or processing or with the byproducts. They used the Design Thinking process to come up with innovative solutions and prototype to overcome the challenges identified.

The students of grade 5 students continue with their process of exhibition they are currently framing the central idea and the lines of inquiry.

We look forward to your continuous encouragement and support in your child's learning journey.

Trishna Sharma
PYP Coordinator

Professional Development

Reading Sessions

We read and reflected the IB publications. We also shared the best practices and the perspectives from our learning and teaching.

Teachers watched an episode of their choice from the show-‘Shark Tank India’, from the given links.

<https://www.youtube.com/watch?v=8tfP0oX3pds>

<https://www.youtube.com/watch?v=wh928LKHS6Y>

https://www.youtube.com/watch?v=Yl1KIO__aiE&list=PLzufeTFnhupwqGc-IVUPwviLVP0gsx8_w&index=1

After watching the episode, they reflected and shared-

- Three things that they have understood/learnt
- Two things that they will take it forward or implement in their classroom
- One aspect of the PYP that they could connects to

The team also engaged in inquiring and researching on innovation and Design Thinking and shared videos related building resources. They shared their understanding and reflections.

Session by Inclusion and Learning Diversity (ILD)

Our school counselor Ms. Syeda Hadiya Naaz took a session on well-being of the teachers. She shared few strategies to overcome the challenges during this pandemic. She also engaged the staff in practicing mindfulness.

Evaluation

We continued to collaborate and share different strategies in our respective groups. We read and reflected on the self study questionnaire and completed the document. We revisited the Programme Development Plan and analyzed the collected evidence.

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students continue to engage in the well-being aspect through the mindfulness curriculum.

They practice various elements of mindfulness such as mindful movement, mindful thinking, 5-senses awareness, mindful breathing, and self-awareness.

They practice these through various activities and also discuss the benefits along with sharing their reflections regularly.

Sympathy Vs Empathy

<p>Pranav-Not caring about them and ignoring</p> <p>Scenario - When Raj was playing basketball he got hurt badly, his friends said "are you okay?" leaving him alone after that. - Niharika</p> <p>Saina: Sympathy is ignoring and not caring about others</p>	<p>Judging others emotion based on their face and giving them useless advice. - Suhas</p> <p>Matthew falls his math test and is feeling sad. (sympathy) You go and say "oh...I'm so sorry for you! That is just unfair!" - Dhruv</p> <p>Haisini: Raj falls his math test and he is feeling sad about it. His brother said are you okay? I'm so sorry for you.</p>	<p>Feeling bad for them but not doing anything about it. Ashrith</p> <p>Scenario - Lily lost her diamond chain and sat crying on a bench. Pranav went to her and said oh, poor you stop crying you will find your chain soon and went from there. - Hema</p> <p>Vaishnav - It is kind of like sarcasm</p> <p>Scenario - When Kelly had a fracture her friend Hannah was giving unnecessary advices. - Navika</p> <p>Raj got passed the test and Ravi got to fail. Raj is judging that he is good at everything and Ravi is bad. - Jayant</p>	<p>Pranav-showing a way of kindness and caring</p> <p>Vaishnav - Caring and listening to others</p> <p>You understand these situations and help them. Ashrith</p> <p>Scenario - Raj got hurt while playing basketball, his knee was swelled up, his friends got him to the pharmacy, applied antibiotics and helped him get to his house. - Niharika</p>	<p>Understanding the emotion of others and looking for clues, suppressing their emotions to help others. They listen well and comfort no matter what. - Suhas</p> <p>Saina: Empathy is showing kindness and caring and helping others.</p> <p>Haisini: Scenario- Madison is a new admission in the school, Nona was talking to her because she is shy and strange. Laura saw Madison sitting sad in the park and started introducing her to everyone.</p> <p>Scenario - deipika lost her ring which her grand mother gave her mother on marriage Ravi came to her and give her confidence and help her to find the ring. - Hema</p> <p>Matthew falls his math test and is feeling sad. (in empathy) you go and say to him "It's ok to fail if you practice, you can ace the test! I can even help you if you want!" - Dhruv</p> <p>Scenario - When an old lady was sitting alone sad in the park, Katie saw her and went to talk to her. - Navika</p>
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Core value

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

Students discussed the meaning of empathy and shared how they practice it in their life. They took part in different learning engagements like watching and listening to stories and reading books related to empathy.

Students shared real-life examples where they demonstrated empathy.

Riya: It was relaxing to think my negative and positive.

Saanvi I felt nice and I felt like I was meditating.

OJAS: I FELT GOOD AND A BIT RELAXED DOING IT

GRADE 5B SELF AWARENESS MINDFULNESS

Adip: It was clam relaxing to the mind

Hemanth-good thing: I always respect my family and I am proud bad thing: sometimes I scold her

Good thing: - Complete my task on time Bad thing too much screen time. Agastya

i feel sleepy and lazy but my brain just turn on kshetra

Abhyuday when I am focus on anything so do it bad thing - I don't take things seriously

Aarav- I felt relaxed and calm.

WHO? IN INSECURITY MY STORY WITHOUT BEYOND INSECURITY

KRISHNA: 1) One good thing about me is that if I put my full focus on one thing I will keep on doing. 2) One bad thing about me is I am always lazy.

Ojas: I felt good doing it it was a little relaxing too.

my Personality

Dharahas - Positive - I help people when they are struggling. Example - A old uncle was walking so slowly I took him carefully and dropped him in the lift. Negative - When I go out mostly I am shi to talk to people

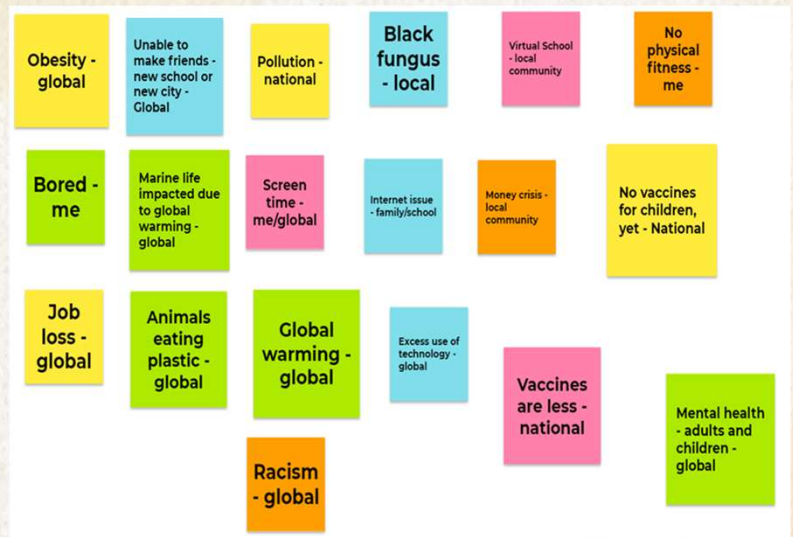
1. I help my mother put the Curry in the fridge. 2. My books will be messy but I always clean but still it will be messy.

School Philosophy- 5 Developmental Pillars

Global leadership:

Students were given an insight into the IB Leadership capabilities and they researched about each and shared their understanding during the discussions.

They continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps. They continued to develop and demonstrate ATL and attributes of learner profile by participating actively in the assemblies.



Holistic excellence:

Students revisited the real-life issues and continued to work on their exhibition process.

Grade 5 (A, B, C, D, F, and G) connected to the Transdisciplinary theme "who we are" while Grade 5E and 5H connected to the theme "How we organize ourselves".

They continued to make connections with the attributes of the learner profile and approaches to learning during the learning and teaching.

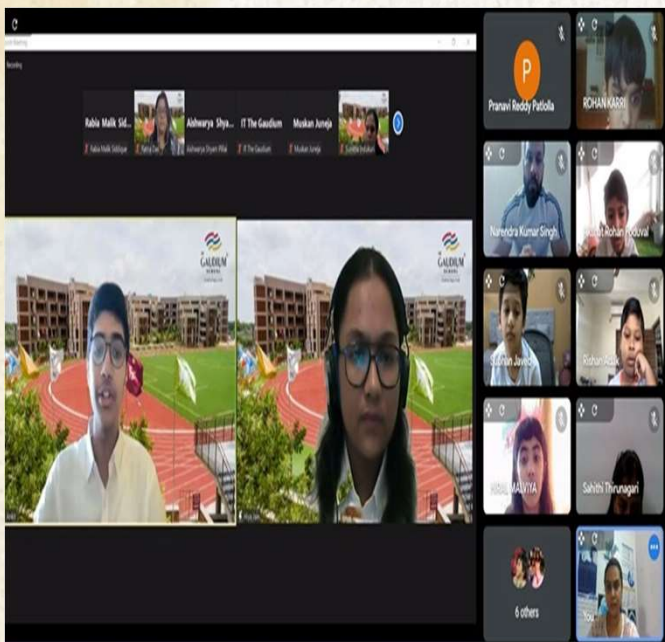
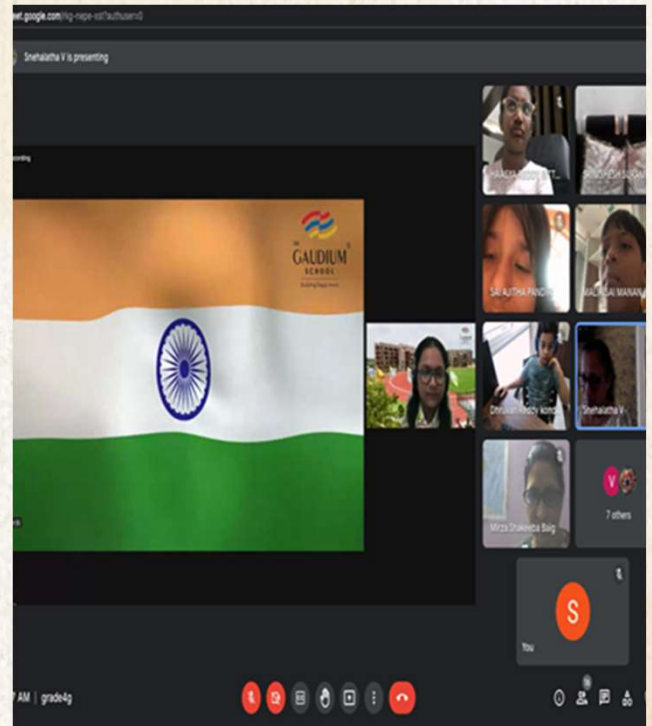


School Philosophy- 5 Developmental Pillars

Stakeholder Engagement:

We celebrated Christmas where the school community came together to spread joy and happiness by participating in the donation week.

The All-hands meeting was conducted by our CEO Mr. Ramakrishna Reddy and shared the developments with the stakeholders.



Students actively participated along with their families to witness the 73rd Republic day virtually.

They were taken through various cultural activities such as dance, song, etc. by the students across grades.

Learning and Teaching– Month Review

Grades 5 E and H

Transdisciplinary Theme:

Who we are

Central Idea:

Changes people experience at different stages of their lives affects their evolving sense of self

Lines of Inquiry:

- The physical, social, emotional and intellectual changes that occur throughout life
- Factors that contribute to well-being during stages of life
- Ways relationships contribute to self-concept

Key Concepts:

Function, Change, Responsibility

Related Concepts:

Maturity, Image, Well-being, Reproduction

Learner Profile:

Inquirers, Reflective, Balanced, Risk-takers

Grades 5– A, B, C, D, F and G

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

Government systems influence the lives of citizens

Lines of Inquiry:

- Functions of government systems
- Ways decision-making practices reflect human rights
- Impact of government on citizenship

Key Concepts:

Function, Perspective, Responsibility

Related Concepts:

Equality, Citizenship, Government, Law, Politics

Learner Profile:

Thinkers, Knowledgeable, Open-minded

Learning and Teaching- Month Review

Unit of Inquiry:

Students started their inquiry into the next unit on scientific knowledge under the theme How the World Works.

They co-constructed the meaning of terms- science, understanding, knowledge, etc. Students further inquired into the advancements in the field of science and had visits to the schools' science laboratories.

They identified and listed the causes of advancements in science and technology. They also gathered information on the impact of these advancements on society and the environment. Later, they connected to the role of technology in sectors such as agriculture, medicine, entertainment, space exploration, transportation, energy, military, education, etc.

Students co-constructed their end-of-unit assessment and began with the preparation for their exhibition.

Exhibition:

Students read the IB Exhibition planner and clarified their doubts. They had various learning engagements to know what and how the central idea looks like using various strategies. They worked on framing the central idea, lines of inquiry and forming the interest groups for their PYP Exhibition.

Grade 5 (A, B, C, D, F, and G)

Students began their inquiry into the next unit on How we organize ourselves and co-constructed the meaning of government and systems and correlated the terms. They started inquiring into the types of government systems.

Learning and Teaching- Month Review

Grade 5E and 5G

Students began their inquiry into the next unit under the theme Who we are and they co-constructed the meaning of the term- changes and adolescence.

They also connected to the novel study – Just for boys and Just for girls and started novel reading.

Transdisciplinary Math:

Students connected to the concept of data handling and used bar graph and pie-chart. They revisited tally marks and probability. They continued working on the concept of percentages.

They made connection to number system while discussing the changes in technology and scientific knowledge over some time.

They discussed the different types of number systems and their advancements. They also made the connection with probability while discussing the scientific process, as scientists make predictions and check the possibilities of scientific theories. They did various learning engagements using coins, dice, etc. to inquire about probability.

Transdisciplinary Language:

Students made connections with cause and effect, tenses, and report writing. They explored and listed the structure and purpose of Report writing. They also read various scientific reports.

Students made connections with debates and inquired about the types of debates. They listed down the rules of debates and conducted debates on various topics.

Learning and Teaching- Month Review

Additional Languages:

French:

Students explored numbers up to 1000 and used the time expressions. They started using the daily routine vocabulary in French.

They inquired into the construction and use of reflexive verbs to find out how a person's daily routine is organized through learning engagements that involved reading/listening to story in French.

Telugu:

Students read poems and discussed the purpose of writing the poem.

They also discussed the importance of the newspaper report and had various learning engagements related to the same.

Spanish:

Learners started inquiring into ordinal and cardinal numbers.

They shared their learning with their peers. They revisited the sounds of the letters of the alphabet and learned the usage of different greeting phrases in their daily life.

Hindi:

Students listened to a poem- Yah Kadam Ka Ped by Subhadra Kumari Chauhan and connected to nature. They listed down new words and found their meanings.

They watched a video on Subhadra Kumari Chauhan to know more about her.

Students read newspaper articles and reflected on the purpose for writing an article. They watched an interview and observed the dialogue between 2 people, listed down the similarities and differences, and came up with the word Sakshatkar. Students designed the questions and shared their Sakshatkar.

Learning and Teaching- Month Review

Drama:

Students inquired about 'Physical Theatre' and 'Stages in Theatre'. They engaged in various learning engagements related to the use of body in theatre and how to tell stories using the physical body.

They found about the various kinds of spaces and types of stages in theatre through group discussions.

Dance:

Students explored the dance form Jazz. They focused on movements, self-expression and technique while inquiring about the form.

Music:

Students enhanced their learning about the musical element "Rhythm" by exploring different percussion instruments like egg shaker, Tamborine, and bongo. They created their rhythm patterns to accompany the songs they sang.

They listened to and sang the Mexican folk song "La Bamba" where they got an opportunity to play a rhythm pattern through a percussion instrument of their choice. They focused on improving their grip over the tempo, pitch, and diction while singing the song.

Art:

Students worked on Collage work, Fashion/ Textile designing, and printmaking.

They read about Collage work, Textile design and Printmaking art and looked at different artists' works and listed down the characteristics. They shared their interpretations and perspectives using a graphic organizer of their choice.

The students created an artwork of their chosen medium/topic and self-reflected on their learning. They demonstrated the attributes of the learner profile- Thinkers and Communicators and developed exchanging information in communication skills while doing the learning engagements.

Learning and Teaching- Month Review

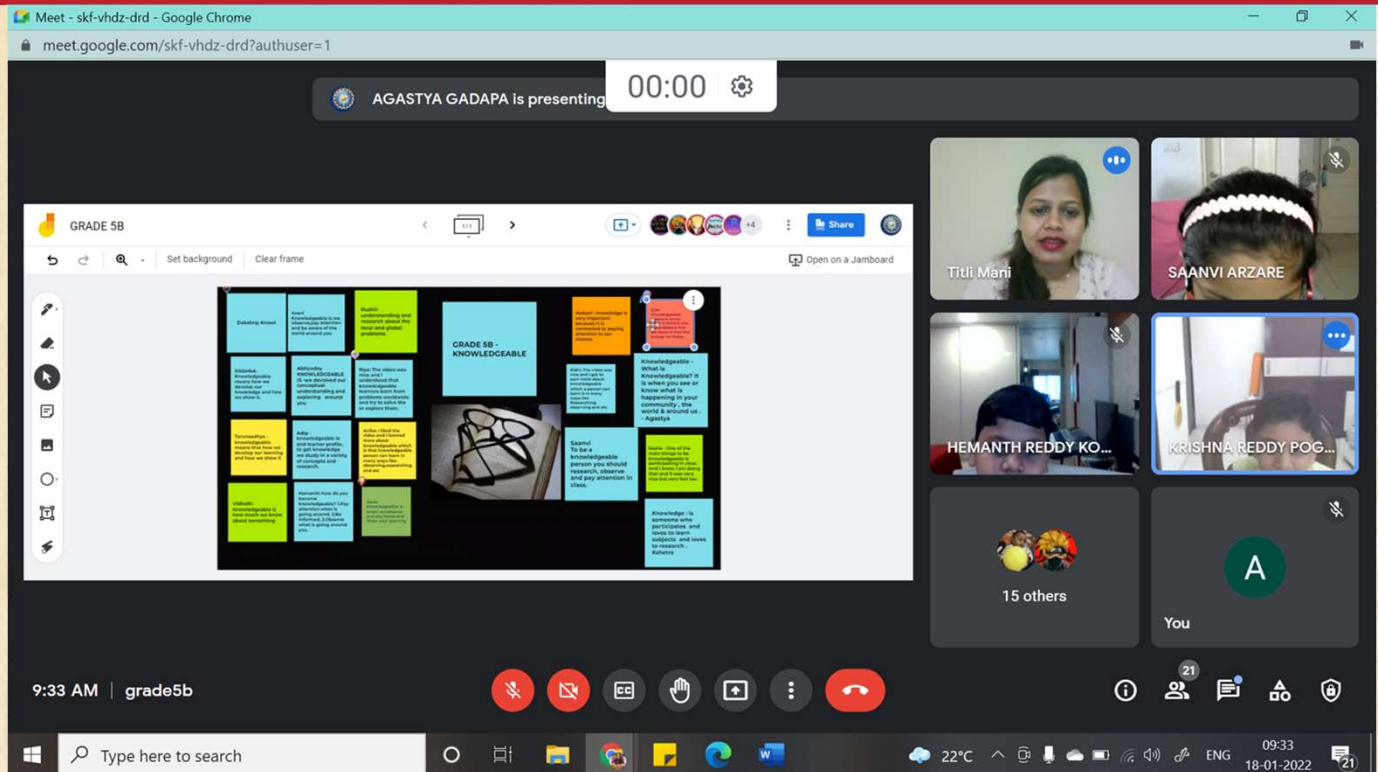
PE:

Students were introduced to different field events and the basic rules. They explored the physical components of shot put and long jump events. They performed the movements of the long jump and shot put during the learning engagement. They also looked into change and challenges in these events.

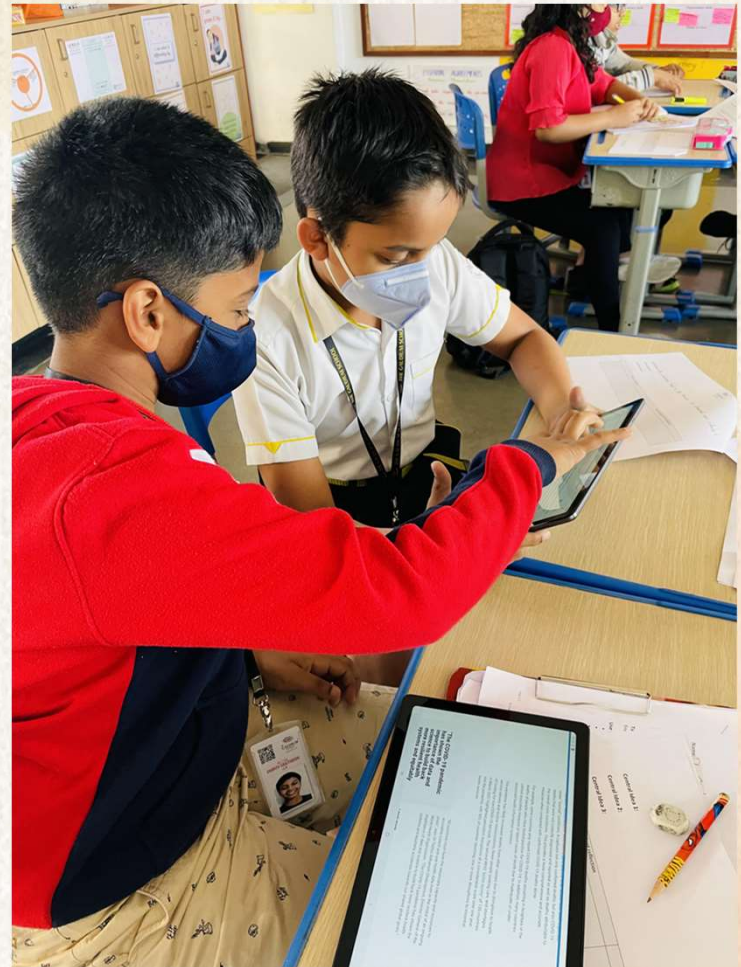
Students had the learning engagement related to the field event(shot put). They explored different techniques in shot put throw and they performed exercises related to the event to understand the physical fitness component.

Students were introduced to the long jump and basic rules. They explored the physical components of long jump events. They performed the movements of the long jump during the learning engagement.

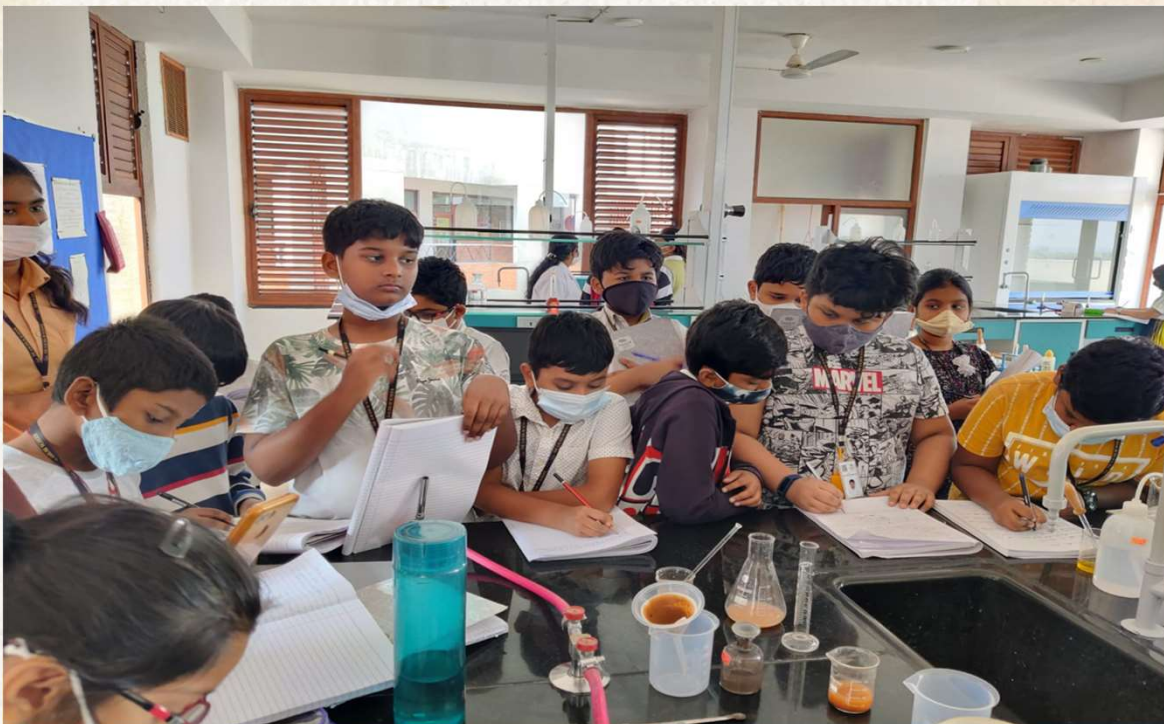
Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching– Month Ahead

Grades 5 E and H

Transdisciplinary Theme:

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Lines of Inquiry:

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Grades 5– A, B, C, D, F and G

Transdisciplinary Theme:

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Central Idea:

Government systems influence the lives of citizens

Lines of Inquiry:

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Key Concepts:

Function, Perspective, Responsibility

Related Concepts:

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Learner Profile:

Thinkers, Knowledgeable, Open-minded

Learning and Teaching- Month Ahead

Grade 5E and 5H

Students will inquire further into the changes body goes through such as physical, social, emotional, and intellectual. They will also connect to the book 'Just for Boys' and 'Just for Girls'. Later, they will explore the factors that contribute to well-being at different stages of one's life and the ways relationship contributes to self-concept and self-esteem.

Grade 5 (A, B, C, D, F, and G)

Students will inquire further into types and functions of government systems; the ways decisions are made and their reflection on human rights and the impact of government on its citizens.

Exhibition:

Students will frame their lines of inquiry, key concepts, related concepts and begin with their research for their PYP Exhibition.

They will also form interest groups and will plan for meetings with their mentors to unpack the central idea and lines of inquiry followed by discussing the possible learning engagements. They will frame their essential agreements in their respective groups.

Transdisciplinary Language:

Students will continue with the concept of newspaper report writing and will revisit tenses. They will be making connections to book reviews.

Transdisciplinary Math:

Students will continue with the concept of probability and inquire into systems as a part of the unit-government systems.

Learning and Teaching- Month Ahead

They will also inquire into the highest common factors and the least common multiple while discussing the factors that contribute to well-being.

Additional Languages:

French:

Students will continue to work on their daily routine and will express it in French.

Learners will share their learning using various graphic organizers/ paragraphs / short stories etc. They will co-construct the assessment task and tool along with their peers. They will be given various opportunities to demonstrate the attributes of the learner profile and the ATL.

Telugu:

Students will be introduced 'mukha mukhi' and they will inquire into gender and tenses.

Spanish:

Students will continue to explore the cardinal and ordinal numbers in Spanish. They will further inquire into simple sentences, short stories by participating actively in the different learning engagements.

Hindi:

Students will be given 3 types of sakshatkar - interview, article and to listen. They will identify the errors and revisit the concepts of gender and tenses.

They will read the poem- Koshish karewalo ki by Sohan Lal Diwedi and discuss the details of the poem - what is the poem about? What attracted them the most in the poem? They will also watch a short video or a presentation on the poet.

Learning and Teaching- Month Ahead

The students will read a story and discuss- what is the story about? Who is Gillu? What attracted you most in the story? etc. Students will talk about animals – our responsibility towards them, They will pen down the story of / details of their pet as well as discuss – how do we take care of them using any graphic organisers.

Music

Students will explore the diverse musical cultures across the world by inquiring about different musical genres in local to global context. T

They will sing some country songs and will focus on maintaining the proper diction while singing.

Dance

Students will continue with Jazz to improvise more on rhythm, dance sequence, duration, long and short movements.

Drama:

Students will inquire about the 'Production Process'. They will explore more about- how can they produce a stage play? What are those essential things which are required for creating a production?

The students will engage in learning engagements or drama exercises (group, pairs, or individual) related to the production process.

Art:

The students will have guest talks on Printmaking and sculpture. They will research 3d form (Clay modeling, sculpting, or paper mache) art and the artist's style. They will observe different media techniques.

The students will work on their chosen topic in sculpture art form.

Learning and Teaching- Month Ahead

PE:

Students will be engaged in the following learning engagements-

- continue to perform standing broad jump and explore the same to understand the physical components for long jump events.
- introduced to yoga and explore different standing yoga asanas.

Happenings Month Ahead

3rd February- World Read Aloud Day

21st February- International Mother Tongue Day

23rd, 24th, 25th February- IB PYP Evaluation visit

Our website:

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

Events link:

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

Learning blogs:

<https://www.thegaudium.com/the-learning-blogs/>

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