



PRISM

Grade 5

Message from the Principal's Desk

Dear Parents,

Greetings! We hope that you are all doing well and are safe! In this edition of newsletter, I share with you a relevant story that I recently read, with a message for all of us.

Once, a group of boys decided to play a proper soccer game. Each one of them would bring something used in professional matches. So, one would bring the ball, another the whistle, another the goalposts, others the goalkeeper gloves, the corner flags, etc...

But before the game started, while they were picking the teams, there was an argument. They decided that the boy who had brought the most important object would get to pick the teams. Well, now they couldn't decide which had been the most important object, so they thought it would be best to just start playing, using all the objects, and gradually get rid of what people had brought, to see which things were truly indispensable.



The first thing they got rid of was the whistle, **because** the referee could just shout instead. Then they tossed the goalkeeper gloves; they managed to save the ball just as well without them. Neither did they really notice when they stopped using the corner flags, nor when they replaced the goalposts with a couple of bins. And so, they continued, until finally they replaced the football with an old tin, and managed to keep playing...

While they were playing with the tin, a man and his son passed by. Seeing the boys playing like that, the man said to his son: "Look, son. Learn from those kids over there. Without even a ball they're managing to play football, even though they're never going to be able to improve playing that way."

The boys heard him say this, and realized that because of their excessive pride what could have been a great match had turned into a different display, which they were hardly enjoying at all. That moment, they decided to put their opinions to one side, and agreed to start playing the match again, from the start, and with all the proper equipment.

It really was a great game. No one thought about who was playing better or worse. Rather, they just concentrated on enjoying and improving their game.

(Acknowledgement- <https://freestoriesforkids.com/children/stories-and-tales/big-match>)

Cooperation, is all about working together towards a common goal. It demonstrates the ability to work effectively and respectfully with diverse people or teams, build consensus, assume shared responsibility, value opinions and contributions of each members.

It is very important that in schools, teachers deliberately create opportunities for students to cooperate with each other, share responsibilities, identify and solve problems. These learning opportunities thus get students to work together in groups as a team and learn to help each other succeed. These learning engagements connect to and enhance social and emotional well-being as well as encourage students to learn from each other through their real-life experiences.

Hence it is our responsibility to ensure that we provide these opportunities to our students to collaborate, respect perspectives, accept differences and appreciate contributions of all to reflect and be lifelong learners.

Anjalika Sharma

IBPYP Principal

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day.

As a part of mindfulness learning engagements, the students practiced mindful walking, sense countdown, breathing, and awareness of feelings and expressions.

Students have shared bubbles of gratitude and the benefits of the same. They actively participated during the group discussions followed by their reflections.



Core values

As a part of core values, teachers and students discussed - Respect'. Students discussed the meaning of Respect and engaged in reading books/ stories/quizzes related to it.

Students also shared their views about the core value during the assembly.

School Philosophy- 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, Students watched videos on dining etiquette and table manners for kids as a part of their life skill activities followed by their reflections.

They started reading the novel "The Diary of A young Girl -Anne Frank A Life" and continued reading books.



Global leadership

The Investiture Ceremony of the Academic Year 2022-23 beamed with an aura of enthusiasm.

The newly elected Student Council members were invested with their badge of honour, and they pledged allegiance towards the school and their duties.

Students also discussed and shared their reflections of the "Leadership Capabilities".

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

We celebrated National Sports day by felicitating the students of The Gaudium for excellence in Sports. We had Ms. Akula Sreeja, India Table Tennis player and Commonwealth Gold Medalist and her coach Mr. Somnath Ghosh, as the chief guest. Students enthusiastically participated in Gymnastics along with Ms. Lilya, our Rhythmic Gymnastics Coach.



We celebrated 75 years of Independence. Students participated in various cultural activities. Students were felicitated for their achievements in their board exams.

We also celebrated Telugu Language day from grade 1 to 5 and Krishna Janmashtami for early years students.

Professional Development

LDCD Session:

The special educator Ms. Nanitha, and the school counselors Ms. Hadiya and Ms. Prutha conducted a workshop about ADHD, its prevalence in children, the challenges they face, and the strategies to help ADHD children learn in the classroom.

The workshop began with a brief energizing activity followed by a discussion on the signs, treatments, and classroom settings for ADHD.

Few strategies to manage academic and behavioral challenges were shared. The teachers clarified their doubts followed by their reflections.

PD Session:

We had a workshop on 'inquiry' conducted by Ms. Anjalika Sharma, IB PYP Principal for the PYP teachers. This session had no presentations, no detailed information and no note-taking. It was all about experiencing to teach and make a difference.

Each teacher understood the importance of time, resources, collaboration, and strategies while engaging in the process of inquiry.

The team reflected on ideas such as the importance of personalized learning using a range of strategies, grouping strategies, formulating questions, data collection, and analyses, using the learning community, etc while ensuring inquiry becomes the pedagogy in the classrooms. Overall, the PD session was a great learning experience for the team.

We also had a PD session on "Learning Environment" where it provide opportunities for children to interact with each other and a range of materials.

A learning environment is the context in which learning happens. It occurs in environments that promote collaboration and a shared sense of purpose and belonging. It also inspires creativity and innovation.

Learning environments includes pedagogy, safety, social and emotional well-being, as well as the virtual and physical spaces where learning occurs.

Learning and Teaching- This Month

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
- Changes in exploration over time
- Consequences of exploration

Key Concepts:

Function, Change, Causation

IB Learner Profile:

Communicators, Open-minded, Knowledgeable, Inquirers

Unit of Inquiry:

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

Learning and Teaching- This Month

Unit of Inquiry:

Students continued with their research and shared the reasons and consequences of exploration and connected with the key concept of causation, shared their perspectives on the reasons for exploration, and wrote a biography on their choice of explorers. They used the simulation to find out more about the tools used in modern exploration and the challenges faced by explorers.

Students co-constructed the end of the unit assessment task and the criteria along with their peers followed by their reflections.

Students started their new unit of inquiry under the theme 'How we express ourselves'. During their provocation, students came up with the word's advertisement, media, messages, information etc.

Students co constructed the definition of messages and its types.

Students researched the meaning of the term- 'audience', 'target', 'manipulate' etc. They inquired about how the different aspects of messages- images, text and music influence the audience.

As a part of the exhibition process, students collaboratively discussed and shared their understanding of real-life issues. They further watched videos related to Design thinking and Clarified the "5 Whys" of problem-solving.

They shared their understanding and reflected on their learning through peer discussions on the same. They further analyzed the problems and tried to apply their understanding of design thinking and 5 why's through various learning engagements.

Learning and Teaching

Transdisciplinary Language:

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

Students made a connection with tenses while inquiring about how the tools and technologies changes over time.

They made connections to types of sentences; direct- indirect speech; and message writing through various learning engagements while inquiring about the unit messages.

Transdisciplinary Math:

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

Students revisited the concepts of area and perimeter. They solved problems related to finding area, perimeter, and volume and shared real-life examples. Students made their word problems.

They also made a connection with patterns and practiced creating patterns using numbers and shapes.

Additional Languages:

French:

Students learned the days of the week, months, numbers, and how to introduce themselves, family members, and possessive adjectives in French. They reflected on the approaches to learning during the classroom discussions.

Spanish:

Students learned the verbs "ser" and "Estar" (to be) in the present tense and the difference between them. They made phrases with "ser and estar" to express condition, characteristic, nationality, time, date, feeling, professions, adjectives, etc.

Telugu:

Students learned about poems related to water and centenary poems and their characteristics. They also learned a motivational poem about the importance of time and got familiar with 'Ekankika'- a drama form and practiced the meanings, synonyms and antonyms from it.

Learning and Teaching

Hindi:

Students demonstrated understanding of different kinds of words. They participated in various learning engagements that helped them to frame sentences or use words to share their perspectives.

Students were taught different "Doha and Poems". They were divided into groups based on students' choices and each group shared their views such as "What did they think it was"? "Why did they think so"? This helped them to differentiate between a Doha and a Poem.

They sorted rhyming words along with their meanings after watching a few videos related to Doha. They wrote poems and read "samaya mulyavaan hai".

Students framed questions that they would want to ask their friends related to the poem taught in the previous class. They also practiced reading Ekanki Samajh gaye nanai and shared their understanding.

PE:

Students were engaged in dribbling instep controlling skills and running with the ball at a speed. Students took turns in playing and experimenting with football and played modified games to apply the learned skills. Students started their inquiry on the first line of inquiry- games/sports around the world.

Music:

Students learned to sing a new song, "Take me home, country roads" by applying the music elements: tune, pitch, rhythm and tempo. After learning the song, students started performing the song individually in order to enhance their confidence and performing skill.

Students reflected on their own performance and identified their strength and area of improvement. Students also received feedback and feed forward from the teacher in order to improve their performance.

Learning and Teaching

Drama :

Students explored 'Mime'. They explored mime in daily routine life and acted them out. They not only developed their understanding of the depth of the art of Mime through these exercises, but also developed their imagination, observation, and concentration.

Dance:

Learners demonstrated the elements of dance by using movements that helped them to understand the fundamentals of dance while performing.

Art:

Students continued working with ancient art forms. They read various ancient art forms. They analyzed the differences and similarities between them using graphic organizers. They created their 2 chosen ancient art forms.

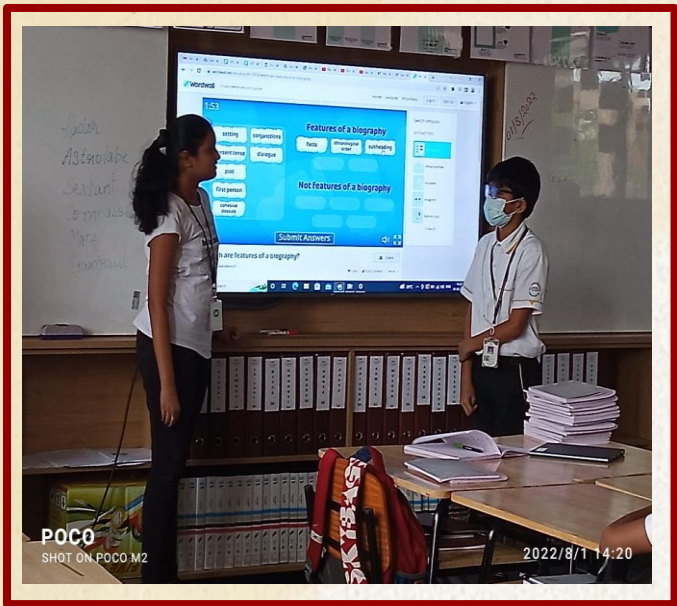
Students started working on modern art. They selected 2 modern arts and interpreted and shared perspectives. Students developed the attributes of the learner profile "Thinkers and Reflective". They demonstrated critical thinking and exchanging information skills during the various learning engagements. They have co-constructed their assessment task, tool, and criteria in the groups.

Students worked on Ganesha idols for Ganesh Chaturthi for a better understanding of the forms of art and made real-life connections.

Learning and Teaching- This Month



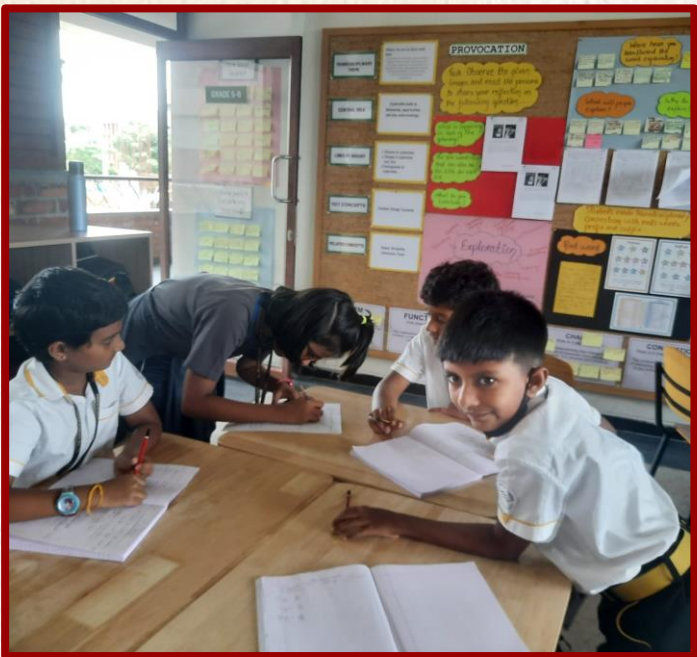
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

How we express ourselves .

Central Idea:

People create or manipulate messages to target specific audience .

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:

Function, change, responsibility

Unit of Inquiry:

Students will inquire about how the different aspects of messages- images, text and music influence the audience.

Students will conduct research to find ways people respond to various messages and the role of media in messages.

They will analyze and connect the role of media in messages. Students may connect to the target audience during the homeroom discussions. They will also learn about the steps involved in the process of critically evaluating the different types of messages.

They will inquire into the differences between reacting and responding. They will co-construct the assessment task and criteria and reflect on the attributes of the learner profile that they have developed and the approaches to learning that they have demonstrated during various learning engagements.

Learning and Teaching

Transdisciplinary Language:

Students may connect to direct – indirect speech and message writing during the discussions. They will connect their learning to letter writing as a means of communication.

They will share the similarities and difference between the formal and informal letter writing. While inquiring about types of messages, students may connect to poems.

Students will connect with the persuasive writing and debates when they will discuss the influence of messages on the target audience.

Transdisciplinary Math:

Students will connect to data handling when they will analyse the survey conducted by them to know about the influence of messages on the target audience. Students will continue doing mental math every day to revisit the concepts.

Hindi:

Students will continue their discussions on the importance of formal and informal letters and the difference between them. They will inquire about the letter writing format and write letters.

Students also will learn synonyms, antonyms, nouns and adjectives.

French:

Students will learn the use of action words like “faire and venir” using different country names along with their nationalities.

Spanish :

Students will learn verbs “Tener” and “Haber”(to have) and the differences. They will read texts by answering the questions and the first group verbs (AR).

Telugu:

Students will write poems and practice rhyming words, antonyms and synonyms.

Learning and Teaching

PE:

Students will be engaged with the following learning engagements.

- Students will continue learning to dribble and turn in a different directions.
- Students will present their findings with other groups about games and sports around the world.
- Students will start to learn about passing and receiving skills in football.

Dance:

Students will be demonstrating knowledge of Dance Terminology and Positions along with Understanding intermediate-level dance techniques.

They will further observe and understand the hip hop dance form including its history. They will demonstrate and incorporate an understanding of proper alignment; proper dance class etiquette along with proper stretching techniques, especially the importance of relaxation and utilizing proper warm-ups in hip hop dance.

Art:

The students will do research on Nature art- artists' styles/farmers' market work. They will observe the art from different countries, discuss the features; compare and contrast them.

Further, Students will work on their chosen art form. They will co-construct their assessment task, tool and criteria in the groups to assess their learning of Timeline in the Art history and Nature study.

Music:

Students will start learning a new song. They will be performing the same individually to enhance their confidence and reflect on their performance.

Students will revise the elements of music in detail and understand their importance in music.

Drama:

Students will continue exploring 'Mime'. They would engage in a few drama exercises (group, pair or individual) related to Mime using pictures, and videos. They will co-construct the assessment task and tool.

Happenings Month Ahead

PYP & MYP SAIBSA : 3rd September

DP SAIBSA : 10th September

Teachers Day Celebration: 5th September

International Literacy day: 8th September

World Mindfulness Day: 12th September

Hindi Divas: 14th September

International Dot Day: 15th September

Student Led Conference: 17th September

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

Autumn Break: 24th September – 9th October (Holiday)

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/>

Facebook : For daily updates please like the page.

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