



PRISM

Grade 5

Message from the Principal's Desk

Dear parents,

Greetings!

Yesterday I sat down to read e-stories and came across a relevant and important story for each one of us to understand and learn from!

Once upon a time, a wise old man decided to go on a journey. So he packed a small bag, said goodbye to his wife, and set off. He travelled all day without meeting anyone. When it was evening, he came to a small village. "I think I'll stop here for the night," he said to himself.

Near the centre of the village, he met a group of people. So he introduced himself. "I'm a simple traveller," he said, "looking for a safe place to sleep and a hot meal." "We'd be glad to offer you a place to sleep," the villagers told him, "but we have very little food. Our crops were poor this year, and there's not much to eat in the whole village. Most of us are just barely getting by." "I'm sorry to hear that," the old man said. "But you needn't worry about feeding me. I already have everything I need. In fact, I was thinking of making some stone soup to share with all of you."

"Stone soup?" the villagers asked. "What's that? We've never heard of stone soup." "Oh, it's wonderful," said the old man. "Best soup I've ever tasted. If you bring me a soup pot and some water, I'll make some for all of us."

And so the villagers rushed back to their homes. When they returned, one was carrying a large soup pot, another had wood for a fire, and others brought water.

When the fire was going and the water had begun to boil, the old man took out a small silk pouch. With great ceremony, he reached in and pulled out a smooth, round stone. He carefully dropped the stone into the boiling water. The villagers watched eagerly. The old man began to slowly stir the pot, sniffing the aroma and licking his lips in anticipation. "I do like a tasty stone soup," he said. "Of course, stone soup with cabbage—now that's really special."

And as the soup simmered slowly over the fire, the wonderful aroma began to waft over the villagers. They began to relax and talk together, sharing songs and stories and jokes.



When the soup was finally done, the old man poured it out into bowls, and they all shared a delicious meal together. There was more than enough for everyone to eat their fill. Afterward, they all declared that it was the best soup they had ever tasted. The mayor of the village pulled the old man aside, and quietly offered him a great deal of money for the magic stone, but the old man refused to sell it.

The next morning, he woke early and packed up his belongings. As he was leaving the village, he passed by a group of children playing at the side of the road. He handed the youngest one the silk pouch containing the stone, and he whispered, "It was not the stone that performed the magic. It was all of us together."

Acknowledgment-

<https://foodgrainsbank.ca/resources/story-stone-soup/>

"I might be able to find a bit of cabbage," one villager said. And off she went to her house, returning with a small cabbage she had stored away in her pantry. "Wonderful!" said the old man, as he added the cabbage to the pot. "This reminds me of the time I had stone soup with cabbage and a bit of salted meat. It was unbelievably good."

After a moment of silence, the village butcher spoke up. "I know where there's a bit of salted meat," he said. And off he went to his shop to get it. When he returned, the old man added the meat to the soup pot and continued to stir.

"Can you imagine what this soup would taste like if we had a bit of onion...and perhaps a few potatoes...and a carrot or two...and some mushrooms. Oh, this would be a meal fit for royalty." And before he knew it, the soup pot was filled to the brim with vegetables of all kinds— carrots and potatoes, mushrooms and onions, turnips and green beans, beets and celery—all brought by the men and women and children of the village. Not only that, but the village baker came out with some fresh bread and butter.

It is important to involve and engage everyone in a team. When people successfully collaborate, the results are often far superior than that of an individual working alone. Teams work together to achieve their goals and targets.

At The Gaudium, all stakeholders must work together as a team to ensure learning happens. Students are supported in their journey of learning by their teachers, parents and peers so that they build skills to be knowledgeable and understand the concepts well to be global leaders.

We wish you happy Dusshera and look forward to consistently strengthening our collaboration to help our students be life long learners.

Anjalika Sharma
PYP Principal

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students and teachers have been practicing mindfulness every day. They practiced breathing, superman pose, scenario-based reflection, managing emotions, awareness of feelings and emotions.

Students participated in **World Mindfulness Day** where they discussed the significance of practicing mindfulness in daily life. They discussed impact of practicing mindfulness and the benefits.

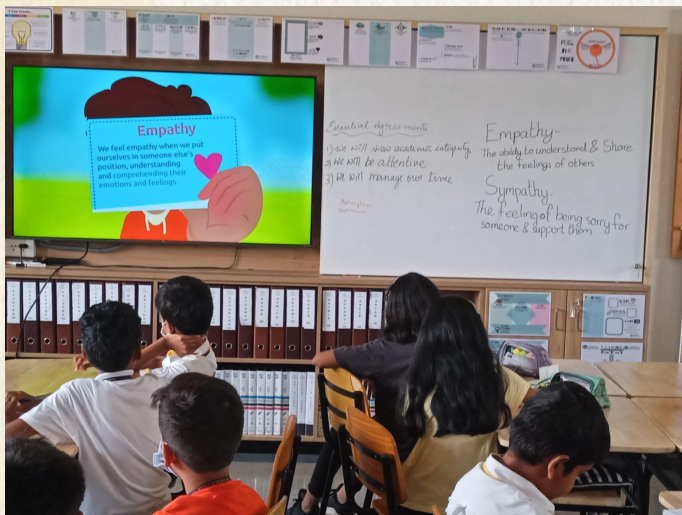


Core values

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

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

They shared their real-life examples where they displayed the core value-empathy and shared their views in the assembly.



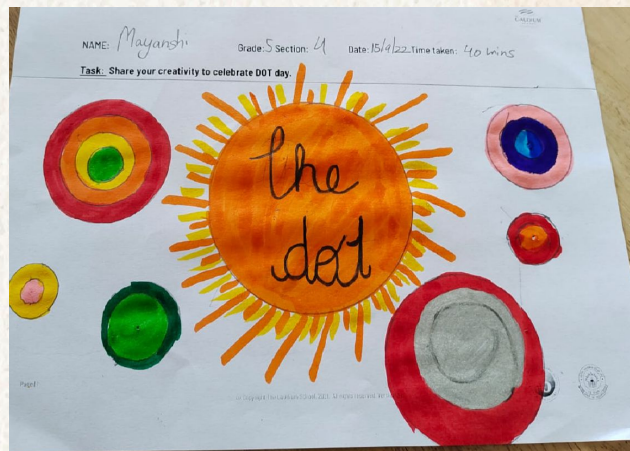
School Philosophy- 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students had life skill activities where they made lemonade in the school with their peers.

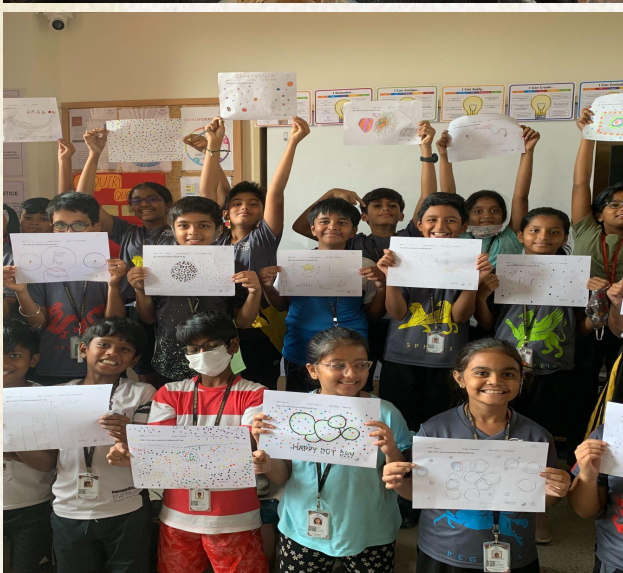
We celebrated the Telugu Bhasha Divas. Students recited, sang songs, and did role play on Alluri Sita Ramaraju (freedom fighter) to describe the glory of the Telugu language.

Students celebrated 'World literacy day' on 8th September and had D.E.A.R time.



International Dot Day is celebrated across the globe every year on the 15th of September. The day signifies the celebration of the artist in us, creativity, and a teacher-student relationship.

This celebration is all about making your mark and see where it can take you...We celebrated 'International Dot Day' by making their mark, showing their creativity, and connecting the dots not only with family and friends but with the entire world.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

We had the **Student Led Conference (SLC)** where the students accept responsibility for their work, reflect, discuss and report the same to their parents. They shared their learning and the progress they are making in their learning both academic as well as co-curricular followed by their feedback.

We celebrated the Teachers day where the students conducted the special assembly.



Global Leadership

Students continued conducting their weekly assemblies as part of the global leadership. Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks.

They continued to develop and demonstrate ATL and the attributes of IB learner profile by participating actively in the assemblies.

Students took the ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps.

Professional Development

SAIBSA Job alike sessions

SAIBSA PYP Job alike session was held at the “The Gaudium School”. South Asian IB schools’ association- SAIBSA aims to facilitate communication with authorized and evaluated schools implementing IB in the South Asia region and is devoted to promoting a greater understanding of the IB at all levels.

The Gaudium was the proud host for the first face-to-face SAIBSA job alike sessions, post-pandemic, for PYP & MYP and DP on 3rd September and 10th September 2022 respectively. IB practitioners from across the country attended the two SAIBSA events and participated in a range of job-like sessions. They collaborated and shared perspectives and best practices to ensure that learning is for life.

Ms. Kirthi Reddy, Founder and Director-The Gaudium, Mr. Ramakrishna Reddy, CEO, Ms. Anjalika Sharma, IB PYP Principal, and Ms. Shalini Singh Hamilton, Middle & High School Principal welcomed the delegates. Mr. Kasiar Dopaishi, President SAIBSA was present for both the events and facilitated sessions as well. Ms. Monica Sarang was the keynote speaker for PYP & MYP SAIBSA while Ms. Hafsa Noori Pasha was the keynote speaker for DP SAIBSA. We had ten sessions conducted by various facilitators across the schools. We enrolled ourselves and attended the sessions based on our choices.

Evidencing Learning: Evidencing learning session helped understand ways assessment involves teachers and students collaboratively to monitor, document, measure, report, and adjust learning. They shared how students are actively engaged in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.

Implementing Agency: Implementing Agency session focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.

PYP Exhibition: The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, facilitators from different schools discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners and responsible for their learning to take action.

Concept-Based Learning: Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based. Concepts help to build understandings across, between, and beyond subjects. We had various learning engagements to understand the same.

Professional Development

Action in PYP: Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities. We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

Inquiry: Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed and had learning engagements to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching and seeking information, and solving problems in a variety of ways. Inquiry helps to facilitate the development of IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

Role of PE in PYP: Physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop a combination of transferable skills promoting physical, intellectual, emotional, and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. We shared how the role of PE helps in developing or supporting a unit within the programme of inquiry, preparing for or following on from a unit within the programme of inquiry, and personal inquiries with examples across various schools.

Role of Arts in PYP: Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. We discussed ways students articulate their thoughts in new ways and through a variety of media and technologies that helps students to promote creativity, critical thinking, problem-solving skills and social interactions through dance, drama, music and visual arts.

Second Language: Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. We discussed how to support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and the social life of the school, as well as to develop as individuals. Apart from these we also had a grade-level collaboration across the school to know the best practices and the strategies that help in students learning.

Professional Development

PYP Authorization & Evaluation:

Programme evaluation engages the school in a reflective process leading to deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development.

Programme evaluation

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective process that involves the entire school community
- assesses whether a school continues to meet the requirements in the IB *Programme standards and practices* publication and will remain an authorized IB World School
- supports school efforts to continually improve the delivery of the programme(s) through an intentional process aimed at building school capacity for organizational learning.

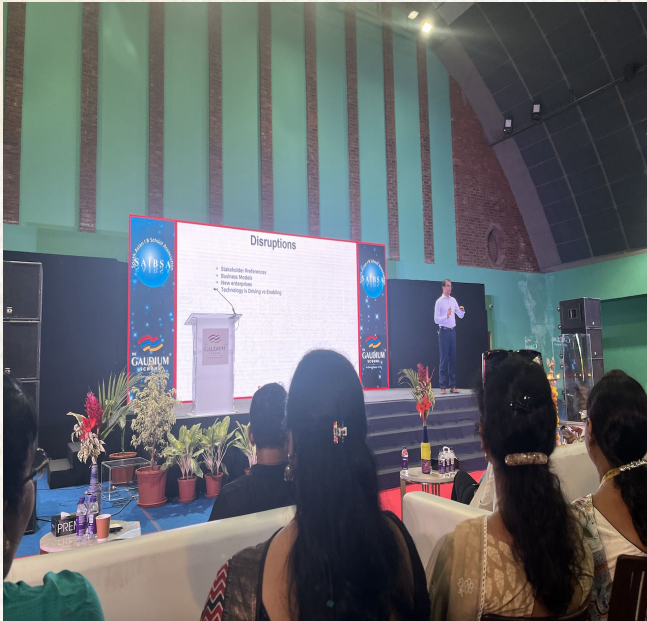
During programme evaluation, the school:

- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
- assesses their implementation of the IB programme standards and practices
- analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute to positive school outcomes, building on these to address challenges and to further develop the programme(s).

Global Job-Alike Sessions

Our teacher teams also attended virtual **Global Job-Alike Sessions** organized by the “BINUS SCHOOL” – Jakarta where we collaborated and shared best practices related to concept-driven, ATL in Arts, promoting multilingualism, digital literacy and developing social emotional learning. It was an enriching experience for all.

Professional Development



Learning and Teaching- This Month

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

Key Concepts:

Connection, Perspective, Causation, Responsibility

IB Learner Profile:

Communicators, Open-minded, Knowledgeable, Inquirers

Unit of Inquiry:

Students inquired about types of messages. While inquiring about communication through music, and text images, they researched and found the meaning of the term 'audience', 'messages', 'target', 'manipulative', etc.

They looked at different aspects of messages - image, text, and how the music influences the audience. They further inquired about the types of media and the messages available in media.

Students also researched to find ways people respond to various messages and the role of media in messages. Students identified their target audience and shared their learning using various tools. Students were able to connect to 'Manipulation and Evaluation' during the learning engagements and discussed and shared their perspectives with their peers. They inquired to know more about critical evaluation and the steps involved in the process of critically evaluating the messages.

Students also learned about "How people respond or react to messages which helped them to understand the importance of responding and reacting in real-life situations. They had an interactive session with our school counselor on how to react and respond to situations.

Learning and Teaching- This Month

Students revisited the exhibition guidelines and various roles in the PYP Exhibition. They discussed the meaning of concepts, facts, topics. Students had a learning engagements on sorting out different words into concepts and facts and gave reasons for it.

Transdisciplinary Language:

Students continued to co-construct the spelling list along with their peers which enriches their vocabulary and allows them to excel in their reading and writing.

Students made connections with types of sentences while discussing the different ways to communicate messages. They looked into different sentences and sorted them into their types. They also made connections with persuasive writing and message writing during the inquiry.

They also co-constructed the assessment tasks, tools, and criteria for their ongoing assessments.

Transdisciplinary Math:

Students continued doing mental Math every day to revisit the concepts learned earlier. Students made connections with patterns while inquiring about different types of messages. During the discussion on the target audience, students made the connection to Data Handling. They also connected to percentage and probability while discussing ways to respond to messages in various ways. Students had learning engagements related to the same.

Additional Languages:

French:

Students learned free time activities along with the faire and venir conjugations. They developed and demonstrated the attributes of the learner profile and approaches to learning during the learning engagements.

Spanish :

Students had learning engagements to learn free time activities along with the ser and estar conjugations.

Learning and Teaching- This Month

Telugu:

Students continued to learn new words, synonyms, and antonyms. They also learned adjectives. Students co-constructed the checklist for descriptive writing and wrote the same.

Hindi:

Students were shown different kinds of words and were asked to see/read and talk about the words-what is it like? Where is it often used? This exercise helped them to frame sentences or use words to share their perspectives.

Students inquired into different Ekankis (one act plays). They were divided into two groups (student choice) and each group shared their views such as What did they think it was? Why did they think so? Post this exercise, students could differentiate between Two Ekankis.

They watched a few story videos and were able to identify the similarities and differences between them. They were able to identify modern and historical stories and idioms. Students also discussed nouns and adjectives with their types and had various learning engagements.

Art:

Students worked with nature art study. They looked at pictures of 9 Nature artworks from India and around the world- China, Europe, etc., and listed the features of similarities and differences between them. The students defined the words- nature & art. They shared their interpretations and perspectives. The students created artwork of nature / natural scenes that they had been to/seen/imagined and reflected on their learning. Students developed the attributes of - being Thinkers and Reflective and demonstrated critical thinking and exchanging information skills during their learning process. They co-constructed their assessment task, tool, and criteria in groups.

Learning and Teaching- This Month

Drama:

Students continued learning about 'Mime'. They collaboratively created the story for the Mime performance and shared their reflections.

Students developed their performance and acting skills like imagination, observation, concentration, listening, control, balance, coordination, cooperation, emotion, expressions, body movement, and rhythm. They developed the attributes of the learner profile "Communicators" and "Thinkers" during the learning engagements.

Dance:

Students discussed and shared how to research dance and performance in detail. They demonstrated increased movement skills, concentration, and physical control in performing movement for particular body language in dance form.

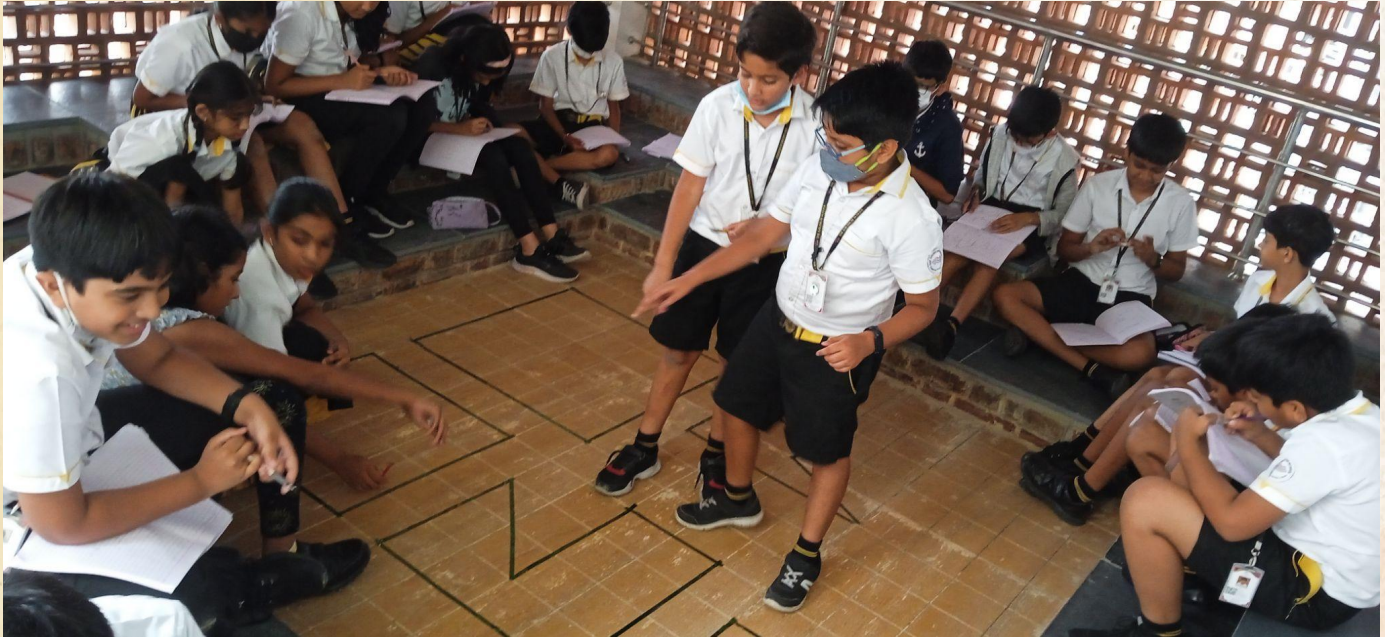
PE:

Students continued their learning of passing and receiving skills in football. They started inquiring into the second line of inquiry – "change, challenges, and adversity in sports/games". Students learned basic shooting skills in football.

Music:

Students performed the song, "Take me home, country roads" individually to enhance their confidence. Students reflected on their performance based on the music elements. They also received timely feedback and feed-forward from the teachers and peers.

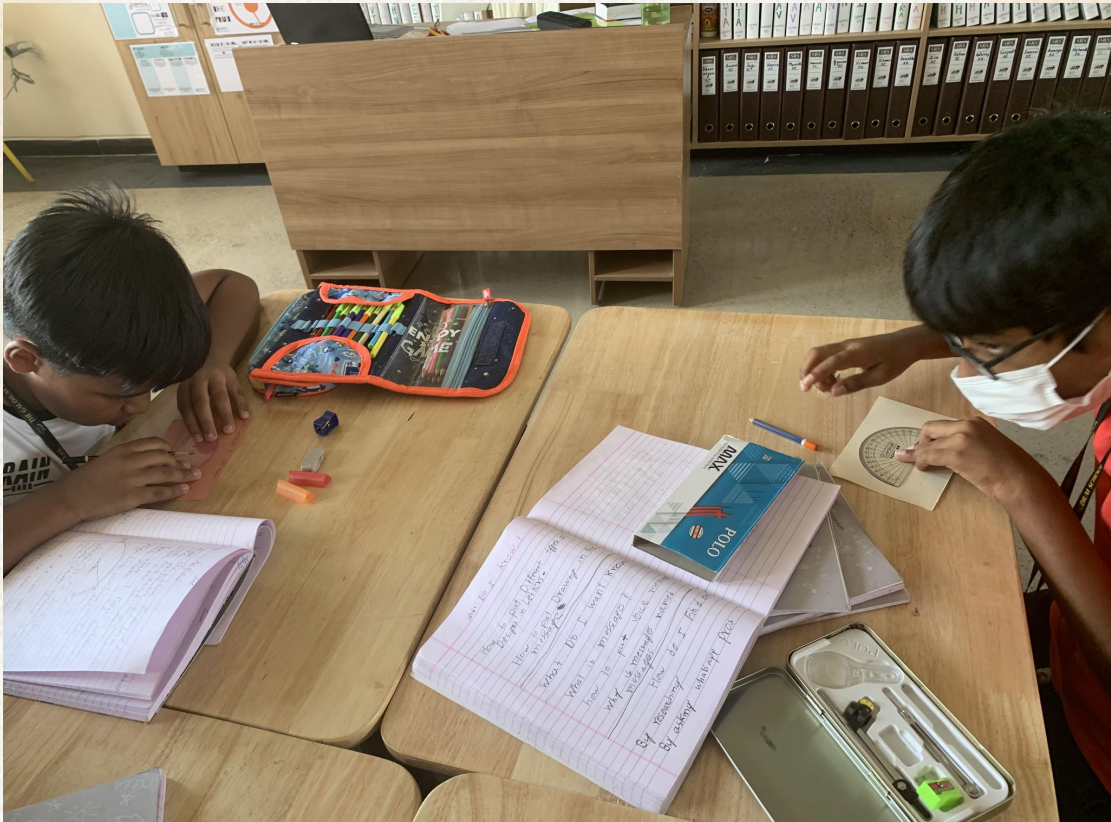
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved

Lines of Inquiry:

- Cause of conflict - Causation
- Purpose of human rights and equity - function
- Strategies used to resolve conflict and their consequences - responsibility

Key Concepts:

Causation, function, responsibility

IB Learner Profile:

Balanced, Open-minded, Thinkers, Communicators

Transdisciplinary Theme:

How we organise ourselves.

Central Idea:

Government systems influence the lives of citizens.

Lines of Inquiry:

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

Key Concepts:

Function, Perspective, Responsibility

IB Learner Profile:

Thinkers, Knowledgeable, Open- Minded

Grade 5 (A, B, C, D, E, F, G, H)

Unit of Inquiry:

Students will be inquiring about the causes of conflict under the transdisciplinary theme - Sharing the planet. Students will frame the common definition of conflicts and list down the types of conflicts. They will research the various causes of conflict such as misunderstanding, personality clashes, lack of cooperation, etc. They will also inquire into the purpose of human rights and equity. Students will learn various strategies used to resolve conflict and the consequences.

Grade 5 (I)

Students will inquire into "Government systems" under the theme - "How we organize ourselves". They will frame a common definition of "Government and their types". They will inquire into the function of government systems, decision-making practices, and the impact of government on citizenship.

PYP Exhibition :

Students will frame the central idea, lines of inquiry, key concepts and related concepts. They will also discuss the importance of IB PYP Exhibition planner and the student journal.

Transdisciplinary Math:

Students will make connections with problem-solving while discussing various strategies used to resolve conflict. They could make connections with 'equations' while inquiring about equity and equality.

Students will be able to make connections with the Indian and International place values. They will list down the place values, face values, expanded form, successor, and predecessor of the Indian and international number systems. They also may connect to money during the homeroom discussions.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

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

While inquiring about the causes of conflict students will understand how an argument leads to conflict and thus can make connection with argumentative text and essay. Students will further inquire about Debate where they will talk about 'for' or 'against' an issue or subject.

They will be able to connect to tenses during the homeroom discussions and identify the different types of tenses.

Additional Languages:

Hindi:

Students will explore Historical story, modern story, idioms and adjectives.

Telugu:

Students will be introduced to "letter writing" and discuss the similarities and differences between formal and informal letters.

French:

Students will revisit the possessive adjectives and regular verbs like "er, ir and re" to clarify their doubts. Students will use their thinking skills to use grammar in French while expressing their activities in French.

Spanish:

Students will revisit the possessive adjectives and regular verbs like "AR, ER and IR" and use grammar in Spanish to share their understanding.

PE:

Students will be introduced to the 'Track' events, and will learn about different sprint events.

Learning and Teaching- Month Ahead

Drama:

Students will continue to learn about 'Mime'. They will have a learning engagement where they will learn how to execute the story that they have created. They would learn about the rehearsal process and more details about the art of Mime. They would rehearse their stories in groups and followed by their reflections.

Music:

Students will revisit what they have learned during the previous months. Students will start learning new songs for the Annual day. Students will learn and understand the meaning of the lyrics and learn the pronunciation of the same.

Dance:

Students will learn movements creation and how to use it effectively. They will explore a new range of movements and possibilities using creativity and improvisation skills thereby developing a range of

- Locomotors and non-locomotors movements
- Fast and slow moves
- Still and traveling movements

Art:

Students will research still life art and the artist's style. They will observe the art from different countries/ media, discuss the features and compare them. The students will start work on their chosen art form.

Happenings Month Ahead

Autumn Break: 24th September- 9th October

School reopens : 10th October

Special Assembly – Diwali: 21st October

Diwali Holidays – 22nd October to 25th October

Farmers Market: 29th October

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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