



# PRISM

Grade 5



# Message from the Principal's Desk

Dear Parents,

Greetings and welcome to a new year 2023!

New year is often associated with setting resolutions and goals to succeed. Success can be a challenging issue to take on, since it's not simple to define and can mean different things for different people. Sharing with you an interesting simple story about hard work and success.

Sports day was approaching and everyone was very excited. All the children were practicing for the big race. Jim was one of the fastest runners and confident of winning. Hence he was not worried and also not practicing like others. " You have to work hard and practice if you want to win Jim. You are not doing so at all", his mother sounded worried.

Jim smiles and replied-" Mom, you know how fast I can run. Why should I waste my time. I will win for sure. No one will win the big race but me". His mother advised him that talent without hard work will not succeed and he will have to have to work hard. " This laziness and over confidence will cost you greatly" . Jim laughed and could imagine himself taking the trophy after the big race.



Time was Jim's friend and he had been practicing for the race. He was not as fast as Jim and hence set his goal. He practiced everyday till late night and over time built his endurance, will power and stamina.

With few days left and sports day around the corner, Tim continued to practice rigorously while Jim was confident of his win! At last the sports day arrived. Students and parents began to arrive and cheer for the students participating for the race. Signal was given to begin the race and the coach blew the whistle. All the athletes ran towards the finish line. Jim and Tim left everyone behind. They were running neck to neck. Suddenly Jim went ahead of Tim. The crowd cheered for Jim and it was clear that he would beat Tim in this year's race too.



But a few meters away from the finishing line, Tim took speed and ran ahead of Jim to finish first. Everyone was surprised and praised him for his outstanding performance. Jim's mother came to congratulate Tim and said that " you deserve this for your hard work, focus and dedication". She looked at Jim, who was standing with his head down. She turned to Jim and said, " always remember talent without hard work, dedication and focus has no value. Time worked hard and won the race. I am glad that you have understood this lesson."

Acknowledgement & adaptation -

<https://www.bedtimeshortstories.com/hard-work-leads-to-success/amp>

When children work hard and achieve their goals, it gives them a sense of accomplishment and enhances their confidence. It in turn impacts their self-esteem, makes them emotionally stable, and help in their all-round development. We must ensure that all of us are role models for our children when it comes to hard work. We must share real life experiences and examples of hard work to help them understand its value. However the most important point is to let children do their work themselves and always praise them for their efforts.

On this note I am filled with pride to share that our PYP Athletics girls team emerged as the champions at the PYP Hyderabad Network Athletics Meet and the PYP Athletics boys team, the runners up with a very small margin. Our students, PE teachers and coaches set goals, worked hard, and were supported by parents to ensure that they bring laurels to their school. We congratulate all the stakeholders for this achievement.

We consistently look forward to our collaboration to achieve great success!

Warm regards,  
Anjalika Sharma  
IBPYP Principal



# Message from the PYP Coordinator's Desk

Dear Parent,

Greetings!

One person has an idea but a team has ideas, the best bridge between one idea to many ideas is collaboration. Collaboration brings with it the opinions, thoughts, ideas and experiences of the entire team together. It helps in building onto a small idea and creating something bigger. Collaborative meetings also provide every team member to reflect on the practices, opening up opportunities to improvise and innovate.

In the words of Mr Dinesh Paliwal, "Collaboration is a key part of the success of any organization, executed through a clearly defined vision and mission and based on transparency and constant communication." The education industry is also changing with time, many practices are evolving and innovation is the key to succeeding in meeting the student's needs and requirements



This important skill is inculcated in our students from the start, they are encouraged to collaborate to plan learning engagements, finalise success criteria, set goals etc. While working as a team, students learn leadership skills, and listening skills, and learn to work as team players. When they share their knowledge with each other every group member gets a better scope of widening their knowledge and gaining conceptual understanding. They together construct their knowledge and learn together. Collaborating with each other also leads to the enhancement of critical thinking skills and higher-order skills in the students.



The world is changing at a faster pace, and every second there are advancements made. If we compare our childhood days with today's generation, we see that today the learning needs and learning styles of the kids are completely different. To meet these learning needs and styles, there is no particular approach or methodology which can be definitely said as a solution or pathway. Every child comes from a different background and has individual needs and interests. Keeping that in mind, educationists are constantly looking out for ways that are innovative.

Teachers come in together and brainstorm about a lot of things. They share with each other their experiences helping everyone. They collaborate to plan and reflect on their teaching and learning practices. Whether it is within the teachers from the same grade level or across the grades, everyone benefits from these meetings. These meetings are scheduled on a regular basis, wherein everyone shares their plans, experiences, challenges faced and innovative ideas. Many perspectives, strategies, resources and uses of technology, and knowledge are all readily available in these collaborative meetings.

IB educators also collaborate with educators working with different schools. SAIBSA, Job Alike sessions, social media platforms etc are a few ways where educators around the world collaborate. With Twitter, Facebook, WhatsApp, etc being on the tip of our fingers, it has become easy to communicate and collaborate with each other. It helps in understanding the sociocultural needs of people from different demographic regions.

As said by, Alexander Graham Bell, "Great discoveries and improvements invariably involve the cooperation of many minds." With all the other skills and knowledge, we educators collaborate to give our students the best.

Regards,  
Durgesh Jadhav  
PYP Coordinator



# School Philosophy - 5 Developmental Pillars

## Mindfulness and Well-being

Learners were engaged in and continued to work for the well-being aspect through the mindfulness curriculum.

They practiced various elements of mindfulness such as bee breathing, balanced walking, act of kindness, mindful observation etc. Students discussed about their strengths, challenges, how to balance oneself followed by their reflections.



## Core values

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

Students discussed the meaning of perseverance and engaged in reading books/stories/quizzes related to it.

They shared real-life examples of where they displayed the core value-Perseverance. The students also shared their views about the same in the assembly.

Students also attended a special assembly conducted by Grade 2 students on Makar Sankranti. They enjoyed stories and facts about the harvest festival and listened to songs and dance related to Pongal and/or Lohri in Telugu and Hindi.



# School Philosophy - 5 Developmental Pillars

## Holistic Excellence

As a part of the inquiry on scientific advancements, Grade 5 students went on a field trip to Prof. Jaishankar Telangana State Agricultural University, Rajendra Nagar. They visited the Millet processing and Incubation Centre. Students looked at various machines that are used to process millet and refine them using various technologies. They inquired into different varieties of millet grown, technology licensing, R&D production, and commercialization.



The Gaudium School was the proud host for PYP Hyderabad network Athletics Fest 2023.

Students from the IB PYP schools across the city of Hyderabad attended this athletics fest.

As a part of the life skills, students watched a video on how to use cutlery and shared their reflections. They continued reading books in the library.

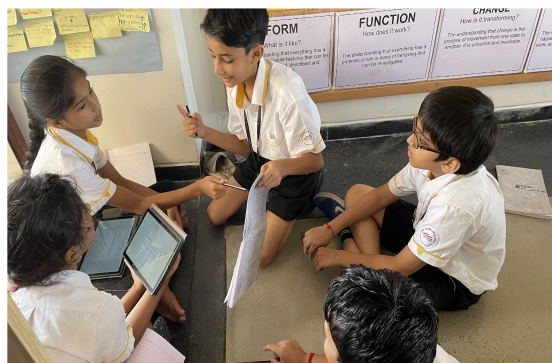


# School Philosophy - 5 Developmental Pillars

## Global Leadership

As a part of the global leadership, Students were involved in co-constructing the essential agreements for the classroom and group discussions.

Students 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 during assemblies, and by engaging in different learning experiences.



## Stakeholder Engagement

Our mindfulness and well-being programme is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social, and physical development of each student.

Our 5 core values Respect, Empathy, Integrity, Perseverance, and Gratitude are essential for all to balance their inner and outer world in the pursuit of happiness. we aim to bind all stakeholders so that they resonate with these and instill them in every child to make the right choices and be responsible for their action/s.

Hence, the feedback forms were shared with students, teachers, and parents. Teachers made regular mentor calls to connect and collaborate to learn, grow and add value to the school culture to build strong relationships.



# Professional Development

## Design Thinking:

Design thinking is a problem-solving approach that emphasizes empathy, experimentation, and iteration in the pursuit of creating innovative solutions.

A design thinking session was conducted by Ms. Arshi Munawar – Grade 4 Homeroom teacher and Ms. Seena Nair – Grade 3 Homeroom teacher. This session enabled them to better understand their students' needs and perspectives. By taking an empathetic approach, teachers can gain insight into the unique challenges and needs of their students, which can inform the design of their lessons and curriculum.

Design Thinking encourages teachers to take a more experimental approach to teach. By experimenting with different teaching strategies and techniques, teachers can gain a deeper understanding of what works and what doesn't in their classrooms. Teachers will be open to iteration and feedback. This can help them to make more informed decisions about how to improve their teaching, making it more engaging and effective, which can ultimately lead to better student outcomes.

## Creativity in classrooms:

We had a PD session on 'Creativity in classrooms' to reflect on the importance of encouraging young learners to think creatively. The session was conducted by Ms. Jhansi Laxmi Depa and Ms. Thripura TNS – PP2 Homeroom teachers from the NNK campus. Teachers got an opportunity to work in collaboration with their team members and shared creative ways to take learning forward in the classrooms. They discussed the benefits of creative learning methods in the classroom as creativity promotes problem-solving skills, and the ability to focus, and allows learners to deepen their conceptual understanding followed by reflections.

## PYP Exhibition:

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. The session was conducted by Ms. Koyel Das and Ms. Debolina Ghosal – Grade 5 Homeroom teachers. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative. We shared ways students explore multiple perspectives, be independent learners, and are responsible for their learning to take action. We also discussed the purpose, key features, and different roles, the importance of the timeline of the PYP Exhibition. The team members also shared the importance of maintaining the student, mentor, and teacher journals followed by the reflections.

## 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 had a session with our IB PYP Principal, Ms. Anjalika Sharma where the team members were divided into various groups and asked to design a provocation task, as well as learning engagements. They were also asked to share at least one resource for the given central idea. The team came up with their different perspectives followed by a group discussion.

We collaboratively discussed and concluded that learning engagements help students 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 the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.



# Learning and Teaching – This Month

## Transdisciplinary Theme:

Who we are

## Central Idea:

Changes people experience at different stages of their lives affect 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

## IB Learner Profile:

Inquirers, Risk-takers, Reflective, Balanced

## Unit of Inquiry

Students started the unit of Inquiry under the Transdisciplinary theme “Who we are”.

Students observed two images of the same person at different stages of their lives as their provocation task. Students came up with the word ‘changes’, ‘development’, ‘growth’, ‘appearance’, ‘transformation’ etc. Students collaborated and framed research questions using the key concepts to inquire more about the unit. They framed common definitions of growth, transformation, develop and change.

Students explored physical, social, emotional, and intellectual changes that humans go through over the period. They had a guest session with the school counselors - Ms. Nanitha, Ms. Hadiya, and Ms. Prutha to know about the various changes the body will go through during puberty such as acne, deepening of the voice and the importance of maintaining hygiene in human development. They also discussed self-esteem and self-concept.



# Learning and Teaching – This Month

Students further inquired into physical health and they connected to well-being and maintaining a healthy lifestyle and action – a lifestyle choice. They researched the factors that contribute to well-being during adolescence and had various learning engagements related to the same. During the discussions, students connected to their novel study – Gullu and Just for Girls.

## **PYP Exhibition:**

Students revisited the exhibition guidelines, essential features and various roles. They discussed the exhibition timeline, planner and importance of maintaining the student journals.

They finalized the lines of inquiry and the interest groups for their Exhibition.

## **Transdisciplinary Language:**

While discussing about the physical changes students connected to character sketches and character traits. They inquired into the concept through a read-aloud story and listed the characters' inner and outer traits. Later, they also made connections to adjectives while discussing describing the character traits.

Students also connected to autobiographies during the discussion. They read various comprehension passages and books related to the unit. Students continued to co-construct the spelling list along with their peers which helps them to enrich their vocabulary.

## **Transdisciplinary Math:**

Students connected to Measurements While discussing different physical changes in the human body. Later they also made a connection with data handling while discussing different factors of wellbeing. They listed down different factors and used the data to find out ways of building well-being among us.

Students also connected to logical reasoning while discussing about different types of changes. Further, students made connections with the Timeline during their research while inquiring about changes that happen over a period. They made connections with patterns and the transformation of shapes while exploring changes in nature. Students continued doing mental math every day to revisit the concepts.



# Learning and Teaching – This Month

## Additional Languages:

### Telugu:

Students were introduced to newspaper articles and shared the importance of the same. Students watched interviews and conversation videos and shared the similarities and differences between them.

They also looked into antonyms and synonyms of the new vocabulary words that they come across. Students demonstrated and developed the attributes of the learner profile and the approaches to learning during the various learning engagements.

### French:

Students learned how to regular verbs “ER, IR, RE” and also the irregular verbs “partir- sortir”. They also learned how to express the time in French.

### Spanish:

Students learned small sentences with adjectives using “SER” and “ESTAR” in Spanish.

## Hindi:

Students were introduced to the poem Kadambh ka pedh written by Subhadra kumari Chouhan. They read about Subhadra Kumari and her writings. They framed questions and inquired about the poem and stories written by Subhadra Kumari Chouhan. They found the time period of the same. Students read the poem “Kadambh ka pedh” and shared their understanding followed by their reflections.

## Drama:

Students were rehearsing a “Mime”. They shared their ideas and collaborated with their peers. They learned about the improvisation of the skills related to drama like emotions, expressions, movements, etc. followed by their reflections.



# Learning and Teaching – This Month

## Dance:

Students learned about the dance technique and the terminology. They also understood the importance of stretching techniques, relaxation, and warm-ups in dance. They shared their perspectives followed by their reflections.

## PE:

Students explored the running movements of sprint, middle and long distance. Students shared their understanding of different events in the track. Students explored and reflected on their understanding by performing different track events.

## Music:

Students explored the Indian musical cultures and Western musical culture and understood the similarities and differences amongst them. Students learned about integration of different musical cultures and while learning, students learned about Fusion music. Students learned a new song, "Saa se sadhe sur" and learned to perform the same in Fusion music style. Students sang this song individually as a part of their assessment. Students have co-constructed the assessment task and success criteria too.

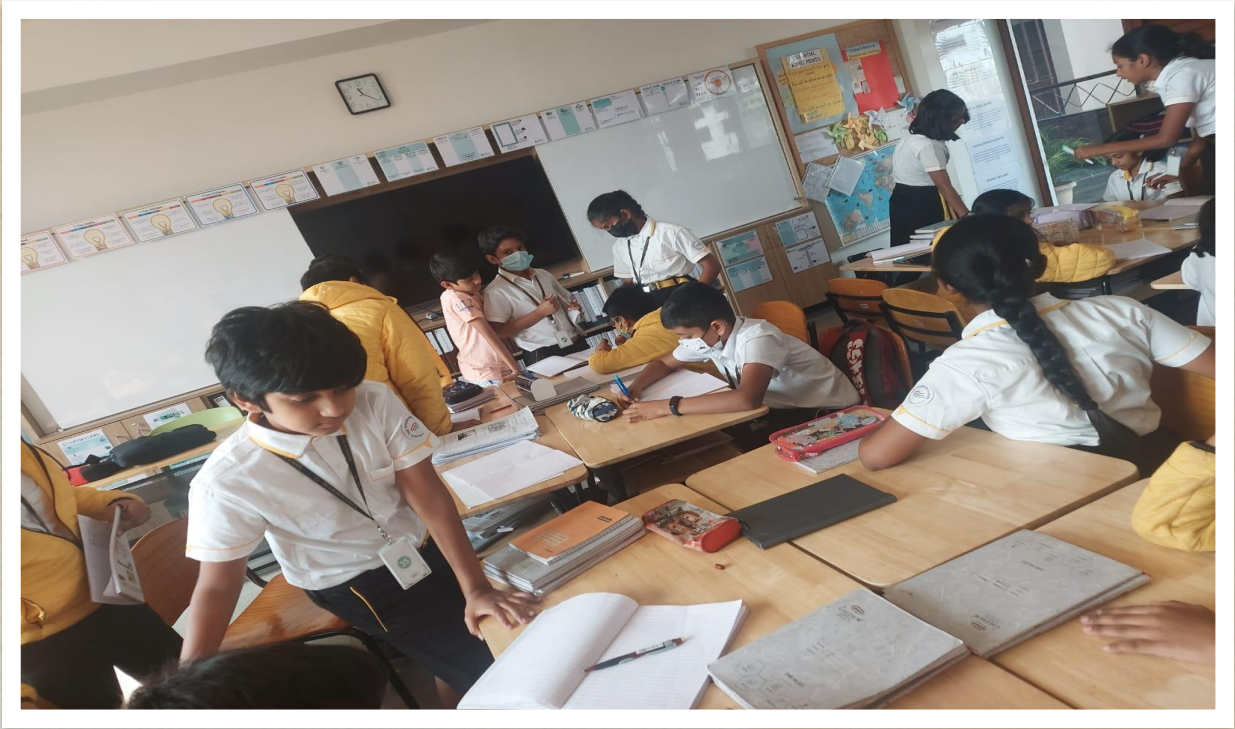
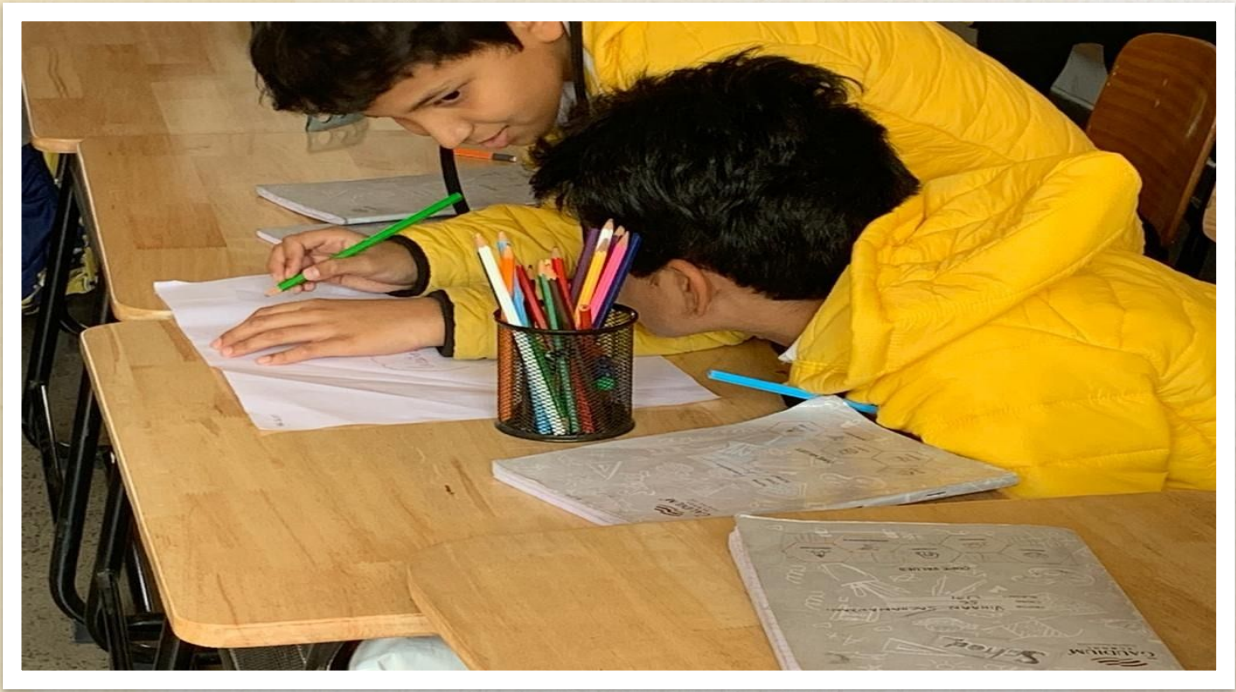
## Art:

Students continued with human anatomy study and textile design. They created artwork of chosen reference portrait photographs and practiced figure drawing. Students demonstrated the attributes of the IB learner profile as principled and risk-takers. They developed exchanging information in communication skills and collaboration skills in social skills while working in the group.

Students also had a guest session by the Art teachers Mr. Kaushik and Mr. Arup on printmaking, and sculpture making. Along with the evolution of printing from olden times to modern times, they learned about wood cutting and linoart.

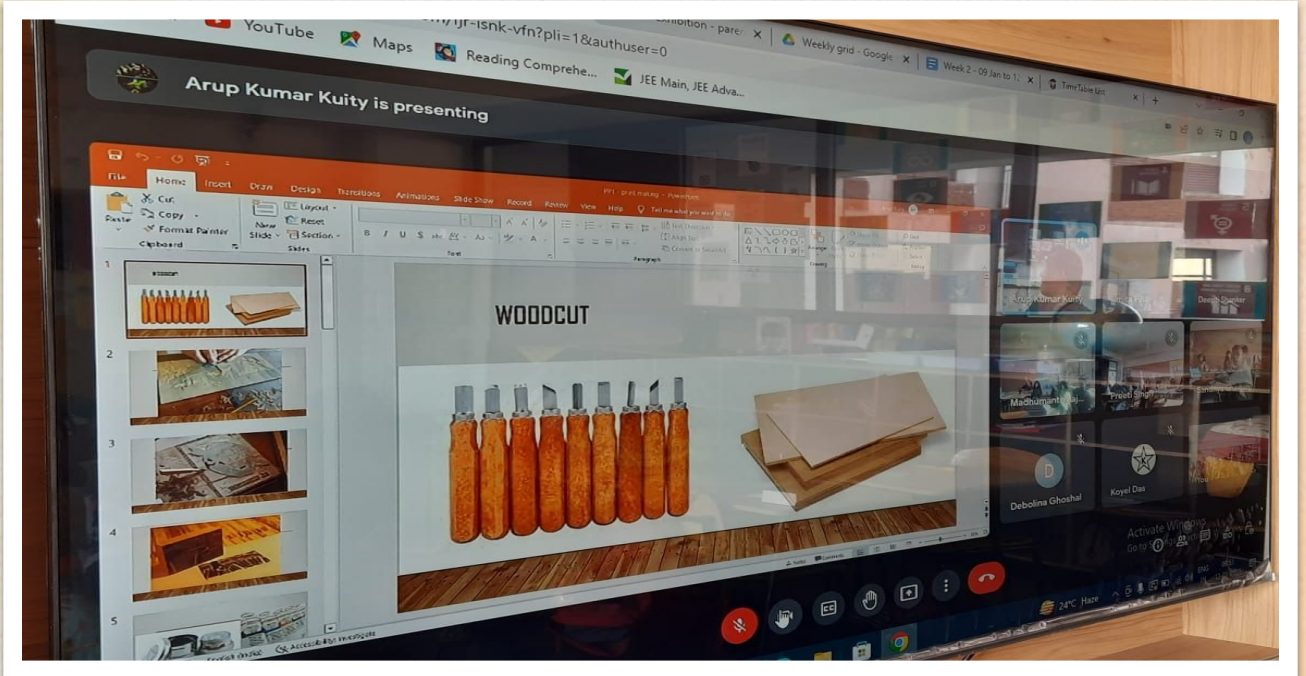


# Learning and Teaching - This Month



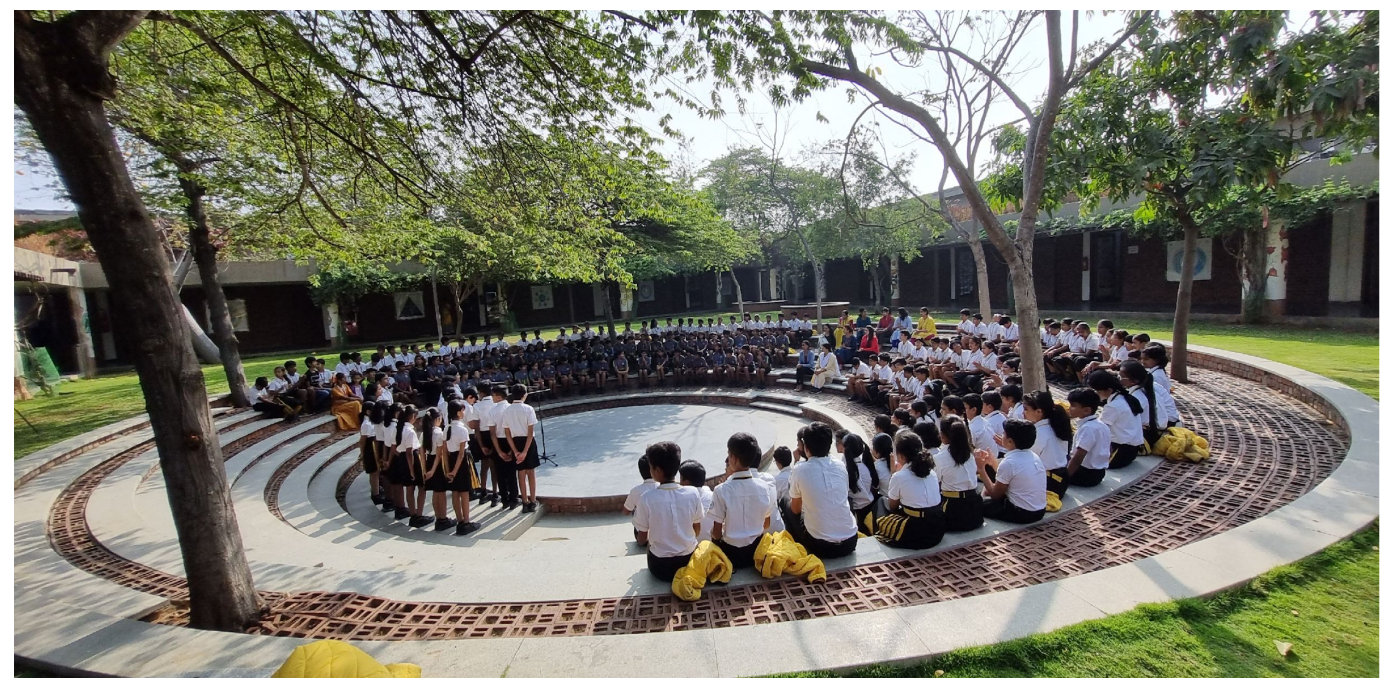


# Learning and Teaching - This Month





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# Learning and Teaching – Month Ahead

## Transdisciplinary Theme:

Who we are

## Central Idea:

Changes people experience at different stages of their lives affect 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

## IB Learner Profile:

Inquirers, Risk-takers, Reflective, Balanced

## Unit of Inquiry:

Students will be inquiring into the third line of inquiry where they will explore the concept of well-being and ways relationships contribute to self-concept. They will also continue reading their novel – Just for girls and Gullu. Students will co-construct the end-of-unit assessment task followed by their reflections.

Grade 5A to F, and 5H will collaborate and work under the theme ‘How we organize ourselves’.

Grade 5G will inquire into the theme ‘How the world works’ and Grade 5I under the theme ‘Sharing the Planet’.

Students will continue working in their respective groups on the lines of inquiry for the PYP exhibition. They will frame essential agreements along with the mentors. They will also plan all the resources needed for the exhibition and discuss the possible transdisciplinary connections.



# Learning and Teaching – Month Ahead

## **Transdisciplinary Language:**

Students will continue with newspaper report writing and identify the features of a newspaper. Students will make possible transdisciplinary connections during the homeroom discussions in their exhibition interest groups. They will also read various comprehension passages and books related to the same.

## **Transdisciplinary Math:**

Students will continue to do their mental math and will have learning engagements related to measurements.

Students will be able to make possible connections while inquiring further into the central idea and lines of inquiry of their respective theme blocked for the exhibition.

## **Additional Languages:**

### **Hindi:**

Students will be introduced to Sakshatkar, poetry and story. They will co-construct the assessment task and criteria for their ongoing assessments.

## **French:**

Students will learn how to express their “daily routine” in French. They will also use reflexive verbs in grammar. Students will use their creative thinking and communicative skills to enhance their understanding on French communication.

## **Spanish:**

Students will learn interrogative words using “TENER” and “HABER” in Spanish. They will also learn how to express the time in Spanish.

## **Telugu:**

Students will learn about ‘Live Broadcasting’ and gender words. They will also learn about the “Motivational Poetry”.

## **Music:**

Students will explore the creative processes in music and try to create their own rhythm and patterns using the classroom percussion instruments.



# Learning and Teaching – Month Ahead

## **Drama:**

Students would continue rehearsing their Mime play. They will learn the importance of craft of short films making. During film making, they would learn how to transform their theatre ideas or stories into a digital medium(film).

## **Dance:**

Students will inquire into the elements of dance by using movements that help them to understand the fundamentals of dance during the choreography.

## **Art:**

Students will research contemporary artists' artworks from various places to understand the techniques, reason for creating artwork, and style. They will observe different art forms and discuss their features and work on their chosen art form.

## **PE:**

Students will be engaged with the following learning engagements.

Students will inquire into the second line about changes, challenges, and adversities in sports/games.

Students will explore the field events to understand the skills of the long jump & shot put.



# Happenings Month Ahead

**February 1<sup>st</sup> – World Read-aloud Day**

**February 6<sup>th</sup> to 10<sup>th</sup> – PYP class photographs**

**February 13<sup>th</sup> to 17<sup>th</sup> – Health check-ups**

**February 21<sup>st</sup> – Mother Language Day**

**February 24<sup>th</sup> – Theatrical evening – Grade 2**

## **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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