



# PRISM

Grade 5



# Message from the Principal's Desk

Dear Parents,

Greetings!

Today, I look forward to sharing with you a wonderful story about facing uncertain situations specially when we know that it will bring change for us.

A stream, from its source in far-off mountains passing through every kind of countryside at last reached the sands of the desert. Just as it had crossed every other barrier, the stream tried to cross this one. But it found that as fast as it ran into the sand its waters disappeared. The stream was certain that its destiny was to cross this desert. Yet there was no way to get across. Then, a hidden voice, coming from the desert sand itself, whispered to the stream: 'The wind crosses the desert, and so can you.'

The stream grumbled that it was racing towards the sand with all its might, but that it was only getting absorbed. It pointed out that the wind could fly, and this was why it could cross a desert. By hurtling at things in your usual energetic way you will not get across,' echoed the voice of the sands. 'You will either disappear. Or become a marsh.



'But how can the wind carry me?' sobbed the stream. 'You must allow the wind to carry you over to your destination.' 'You can be carried but only by allowing yourself to be absorbed into the wind.' The sands whispered. The stream did not like the idea of being swallowed up by the wind at all. After all, it had never been absorbed before. It did not want to lose its individuality.



The wind', said the voice, 'Can help you. It will take up water, carry it over the desert, and then lets it fall again. Falling as rain, the water again becomes a river.' 'But how can I know that this is true?' moaned the stream. 'It is true,' said the voice. 'And anyway, if you don't listen to me, the best you can hope to is be absorbed forever.

But I just want to stay the same as I am!' wailed the stream. Whatever happens, you can't stay exactly the same as you are now,' the voice said. 'But if you act now, the wind will carry you away, so that it can re-form you into a wonderful new stream.' When it heard this, a shadow of a memory flitted across the thoughts of the stream. Dimly, it remembered a state in which it, or some part of it had once been held by the wind. It remembered that way back then, allowing the wind to swallow it up hadn't seemed like the most obvious thing, to do either.

So with fear, the stream raised his vapour into the welcoming arms of the wind. And the wind gently carried his vapour up, up and away. Letting it fall softly, as soon as they reached a mountain, many miles away. And because it had been so worried about what would happen, the stream was able to really appreciate its new home. With a sigh of relief it realised that it now knew what it really meant to be a stream.

Back in the desert, the sands smiled to themselves, saying: 'We knew all along that the stream would be just fine. Stretching from the mountains to the river as we do, we see this sort of thing every day.'

That is why it is said that the 'Stream of Life' is written in the sands.

(Acknowledgement- <https://idriesshahfoundation.org/pdfviewer/the-tale-of-the-sands-01/>)

We all know change is the truth, yet we fear it and resist it. We must look at change as transformation to help us introspect our inner strength, our vision and our purpose. Change challenges us to unlock our potential, to grow from where we are comfortable and rediscover ourselves. Let us help our children prepare for a rapidly changing world, by accepting challenging situations and looking for innovative solutions. In reality, we will unlock their potential to be ready for their world!

Warm regards,

Anjalika Sharma

IBPYP Principal



# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

We at The Gaudium strive to provide our students with opportunities to grow holistically and be happy individuals. One of the developmental pillars of our school is 'Mindfulness and well-being'. We focus on this by providing students with sessions on mindfulness, awareness, life skills and most importantly sports.

Playing sports is one of the most important parts of a student's learning journey. They look forward to the time they spend on the sports field. For some, it is enjoyment time and for others, it is time to pursue their dreams.

The more exposure they receive they find out their innate talents and interest areas. It's our constant effort to guide them to unlock their potential in the field of sports along with academics. They get to choose to play and learn more about different sports like Athletics, Basketball, Cricket, Football, Skating, Gymnastics, Squash, Badminton, Chess, Swimming etc.



"Sports teaches you character, it teaches you to play by rules. It teaches you to know what it feels like to win and lose. It teaches you about life." – By Billie Jean King. Indeed sports bring along discipline and a fighting spirit with it. While playing sports, students learn to fall and stand, face challenges and failures, share the joy of winning, organise their thoughts, think of strategies, manage time, be a team person, work along with their team members, and be a person with a strong character. The development of these skills is also supported by physical development.



One of the core values we impart to our students is 'perseverance'. Our young sportsmen have this value imbibed in them. They are confident individuals who are consistent in their efforts and practices, working step by step to achieve their goals. With each practice session, they gain physical strength and flexibility. They gradually become physically fit and mentally more balanced. As said by Liane Cardes, "Continuous effort – not strength or intelligence – is the key to unlocking our potential." We teach our students to face challenges and never to give up.

It is important that students also learn to face healthy competition. It gives them a scope to self-reflect and analyse their own abilities and skills. To challenge themselves, our students from grades 3 to 5, recently participated in the PYP Hyderabad Sports fest. The sports fest was organised by the IB Schools Hyderabad Network. Students enthusiastically participated in Swimming, Athletics, Cricket, and Football. They were excited to participate in individual and team events. Every participant returned with experience, an experience which is more important than winning or losing. Participating and facing our own emotions and physical abilities in an inter-school event made them rich with an abundance of experience. We wish the participants of the Basketball game to play with fairness and be great team players in the upcoming game. We look forward to providing many more opportunities for our students to participate in sports events in the future.

Regards,  
Durgesh Jadhav  
PYP Coordinator



# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being

As a part of their daily routine, the students continued practicing mindfulness to enhance concentration and regulate emotions.

They were engaged in different mindful exercises such as rainbow breathing, popcorn breathing, square breathing, squirrel pose, and hands in the sky.

The students had their health check-ups by the Medcover hospital team for their physical well-being.



## Holistic Excellence

The students celebrated International Mother Language Day on 21st February 2023 where they introduced themselves in their home and family language. They were further given a choice to share a story/song/poem or describe a picture in their home and family language.

They understood the importance of cultural and linguistic diversity. It was a memorable experience for all the students and teachers to communicate with each other in their home and family language.

The students had a session about self-defense by Mr. Pottaraj Venkateshwar Rao where they learnt about the self-defense techniques.



# School Philosophy- 5 Developmental Pillars

## Core values

The core value for the month, 'Perseverance', was inculcated in various ways. They read books and watched videos and stories. Students participated in a quiz related to perseverance. They also shared the importance of perseverance and shared real-life examples. Students conducted their weekly assemblies.



## Global Leadership

The students were involved in making choices, reviewing essential agreements and co-constructing the assessment tasks.

The students revisited the United Nations Sustainable Development Goals (UNSDG) and shared their understanding.

The students were engaged in reflecting on their learning, identifying the areas of improvement and setting goals.



# School Philosophy- 5 Developmental Pillars

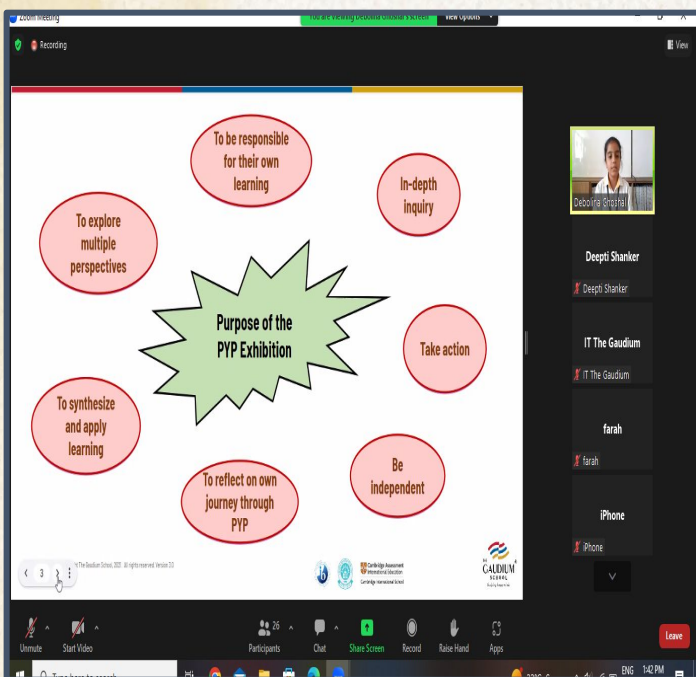
## Stakeholder engagement

The parents of Grade 5 students had an orientation to know about the subject choices, planning, preparation, and execution of curricula we offer from Grade 6. This helped them to make informed decisions about the child's educational learning paths well in advance. The orientation was conducted by the Academic Coordinators of the MYP, CI, and CBSE segments.

Teachers made regular mentor calls to connect and collaborate with parents to build strong relationships..



The parents of Grade 5 had their PYP exhibition orientation where the students shared their exhibition journey so far. They shared the purpose, essential features, different roles, and responsibilities of the PYP exhibition. The students also shared real-life issues and how they blocked the transdisciplinary theme and framed the central idea and lines of inquiry.





# Professional Development

## School policies:

We reflected and reviewed the Library, Inclusion, Admission, Academic Integrity, Language, Assessment, Homework, IT, and code of conduct policies. The teachers in groups read the policies and reflected on their implementation in the classroom and school. They shared their perspectives and posed questions to deepen their understanding. They documented the review process and the points for celebration as well as further development.

## ILD Session:

The team-building activities were conducted by Ms. Prutha, Ms. Hadiya, and Ms. Nanitha from the ILD for the teachers. Team building activities help to cooperate and collaborate in problem-solving, develop empathy and trust in the group and yourself, enhance creativity, and boost self-esteem.

The team building session was followed by an interactive session where teachers discussed effective methods of being connected with the stakeholders and positive ways to help the students in their academic, social, and emotional well-being.

## Assessments:

We had a PD on assessments conducted by Ms. Pooja and Ms. Aparna from NNK campus.

- Assessment is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.

- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and communicated

## Characteristics of effective assessment:

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.



# Professional Development

- Collaborative: It engages both teachers and students in the assessment development and evaluation process.
- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning

## **PYP Planners:**

We had a PD session on the importance of IB PYP Planners conducted by Ms. Smita Parikh and Ms. Azra. The PYP planner has been developed for use by all teachers whose teaching is organized around the exploration of a central idea. All teachers, including single-subject teachers, should be using the planner to facilitate the collaborative planning process and ensure that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum.

The planner is to be used to facilitate more extensive inquiries. All teachers in the school have a responsibility for developing or contributing to the development of planners to support the units of inquiry documented on the programme of inquiry.

Teachers had an opportunity to collaborate with different grade-level team members and shared their ideas and completed the three sections - Reflecting and planning, Designing and Implementing, and Reflecting on the planners followed by sharing their reflections.



# Learning and Teaching- This Month

## **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 adolescence
- Ways relationship contribute to our self-concept

## **Key Concepts:**

Function, Change, Responsibility

## **IB Learner Profile:**

Inquirer, Balanced, Reflective, Thinkers, Caring



# Learning and Teaching- This Month

## Unit of Inquiry:

The students continued inquiring about the factors affecting well-being. They understood how our circumstances impact our physical, and mental well-being. Students further inquired about ways relationships contribute to our self-concept. They explored the meaning of self-concept and identified various factors that affect self-concept as life experience, age, relationship, appearance, etc.

While inquiring about self-concept and self-image, students did SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis and understood that SWOC analysis is a technique that is important for assessing oneself. Later, they created a personal SWOC. Students co-constructed their end-of-unit assessment tasks and tools and completed their assessments followed by sharing their reflections.

## PYP Exhibition :

The students started working in their interest groups for the exhibition. Students had their weekly mentor meetings weekly where they discussed their exhibition journey so far starting from identifying the issues, finding the root cause through 5 WHY analysis, blocking the transdisciplinary theme, and framing the central idea and lines of inquiry.

The students framed essential agreements with mentors and designed their inquiry cycle individually as well as in their interest groups. Students had their provocation and discussed the resources to be used for the exhibition.

They made possible transdisciplinary connections. Students read newspaper articles and shared their reflections regularly. They also discussed the importance of maintaining the Exhibition student journal and updating the same.

## Transdisciplinary Language:

The students continued the weekly spelling assessments and co-constructed the same to enrich their vocabulary. While inquiring about self-image and self-concept students made connections with character traits. They understood that these are the aspects of a person's behavior and attitudes that make up that person's personality.

Students made connections with types of adjectives such as demonstrative, distributive, interrogative, possessive, etc, and degrees of comparison. They had various learning engagements related to the same.

Students also made the transdisciplinary connection with types of poems such as Acrostic, Haiku, Limerick, Diamante and Free Verse.



# Learning and Teaching – This Month

## **Transdisciplinary Math:**

The students made connections with measurement ( length, weight, and capacity )while discussing the character traits. They made connections with 2D and 3D shapes while inquiring about outer traits such as appearance.

Students further made connections with volume under the measurement and understood that volume is the amount of space occupied by any three-dimensional solid. These solids can be a cube, a cuboid, a cone, a cylinder, or a sphere.

They researched and discussed that different shapes have different volumes and the various 3D shapes' characteristics followed by various learning engagements.

While inquiring about ways relationships contribute to self-concept, students made connections with logical reasoning and algebraic expressions.

## **Additional Languages:**

### **French:**

The students learned how to conjugate the reflexive verbs. They started to learn how to express their daily routine in French using the vocabulary learned.

### **Spanish:**

The students learned interrogative words using “TENER” and “HABER” in Spanish, body parts and how to express the time in Spanish.

### **Telugu:**

The students learned about interview techniques. They learned about the types of tenses. Students inquired about various poets. They discussed and shared their understanding of the meaning of the poem “Uduthamma Upadesam”. Students continued to learn the synonyms and antonyms of the new words.

### **PE:**

The students connected to their second line of inquiry change, challenges, and adversity. Students shared their prior learning experiences of field events.

They explored the long jump and shot put events. They learned long jump and shot put basic techniques.



# Learning and Teaching- This Month

## Hindi:

The students were introduced to the concept of "Sakshatkar". They saw 3 types of Sakshatkar- one an interview to see. One to read (with errors in spelling/ grammar- gender and tenses) and 3rd to listen (with errors in spelling/ grammar- gender and tenses). The students identified the errors and also the most appropriate Sakshatkar.

The students revisited the tenses and gender. They read short stories/notes and identified the errors and suggested changes. Students listened and read asynchronous poem- Koshish karewalo ki - Sohan LalDiwedi. They discussed "what is the poem about? What attracted me most in the poem? etc.

The students framed important questions and wrote the meaning of the poem. They also noted down the synonyms and antonyms.

## Music:

The students explored the creative processes in music and tried to create their rhythm patterns using the classroom percussion instruments. Students worked on their portfolios and shared their reflections.

## Art :

The students created an artwork of chosen reference logo designs and advertisements photograph and attempted to create their imaginative designs followed by their reflections. The students developed the attributes of the learner profile reflective communicator and inquirers during the various learning engagements. They demonstrated exchanging information in communication skills and creative thinking skills from thinking skills.

## Dance:

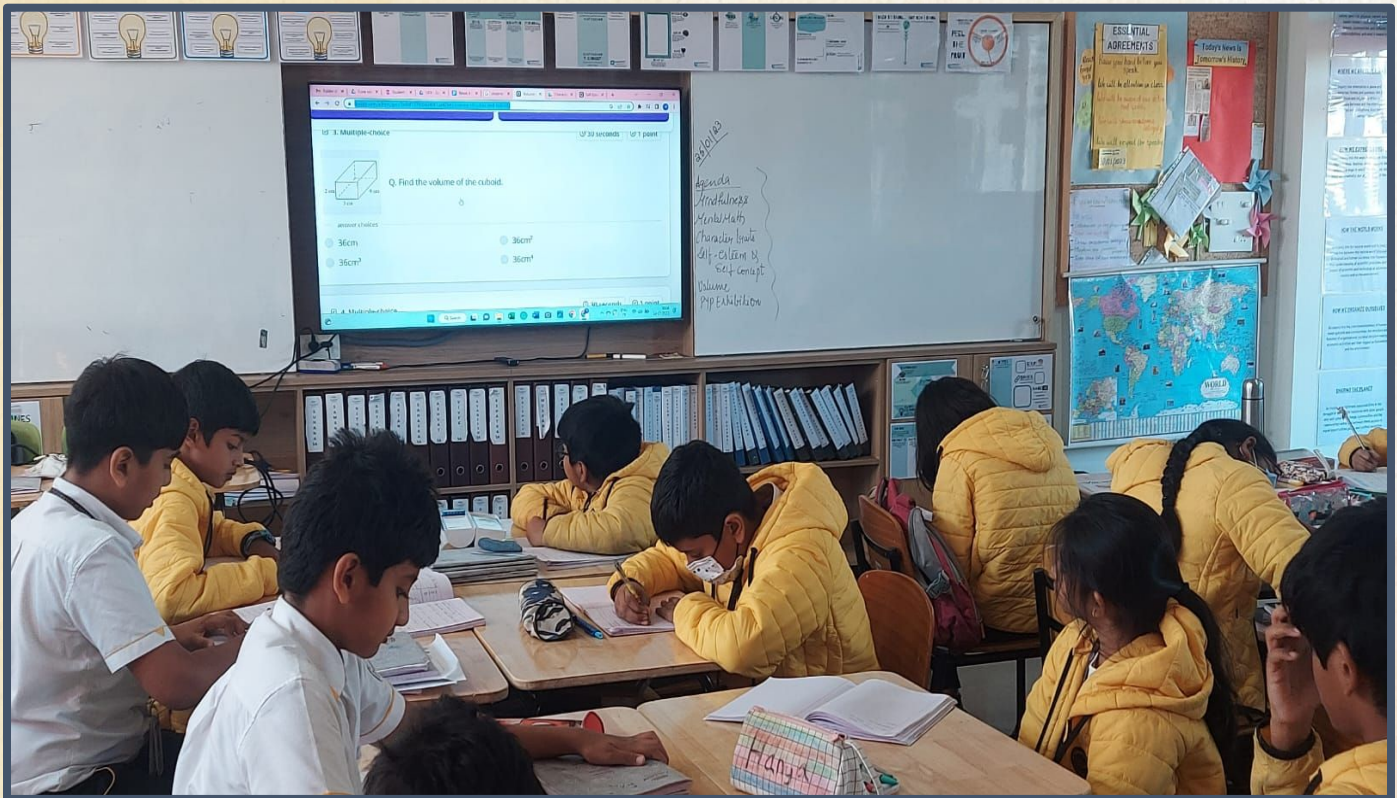
The students learned western dance styles. They understand the personal and collective voice and style.

## Drama:

The students learned about Mime. They revisited UNSDG and chose one goal of their choice. They shared their ideas, collaborated with their peers, and came up with the Mime activity.

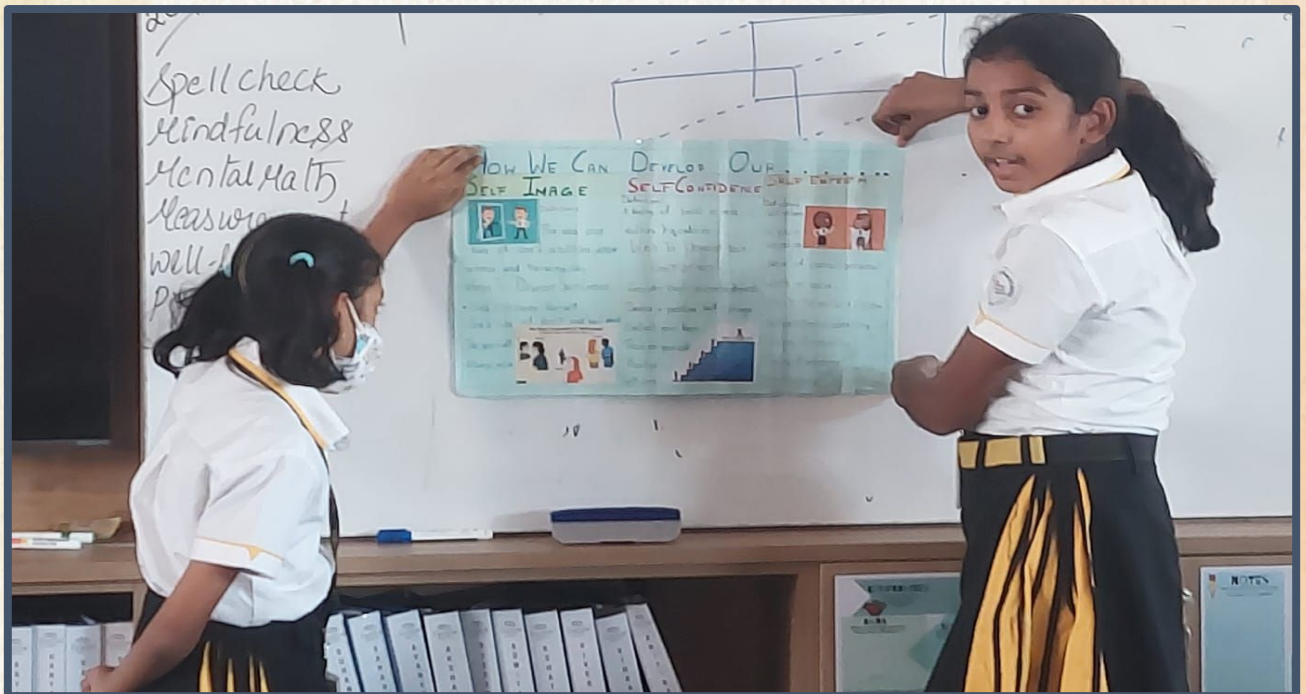


# Learning and Teaching- This Month



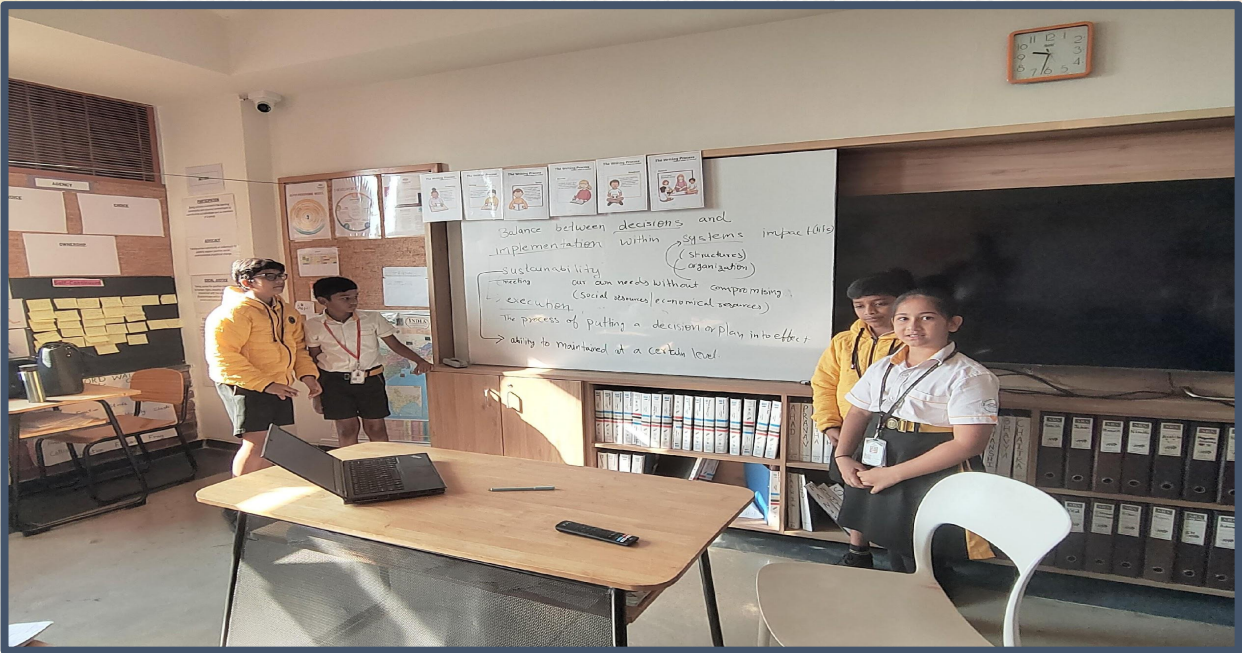
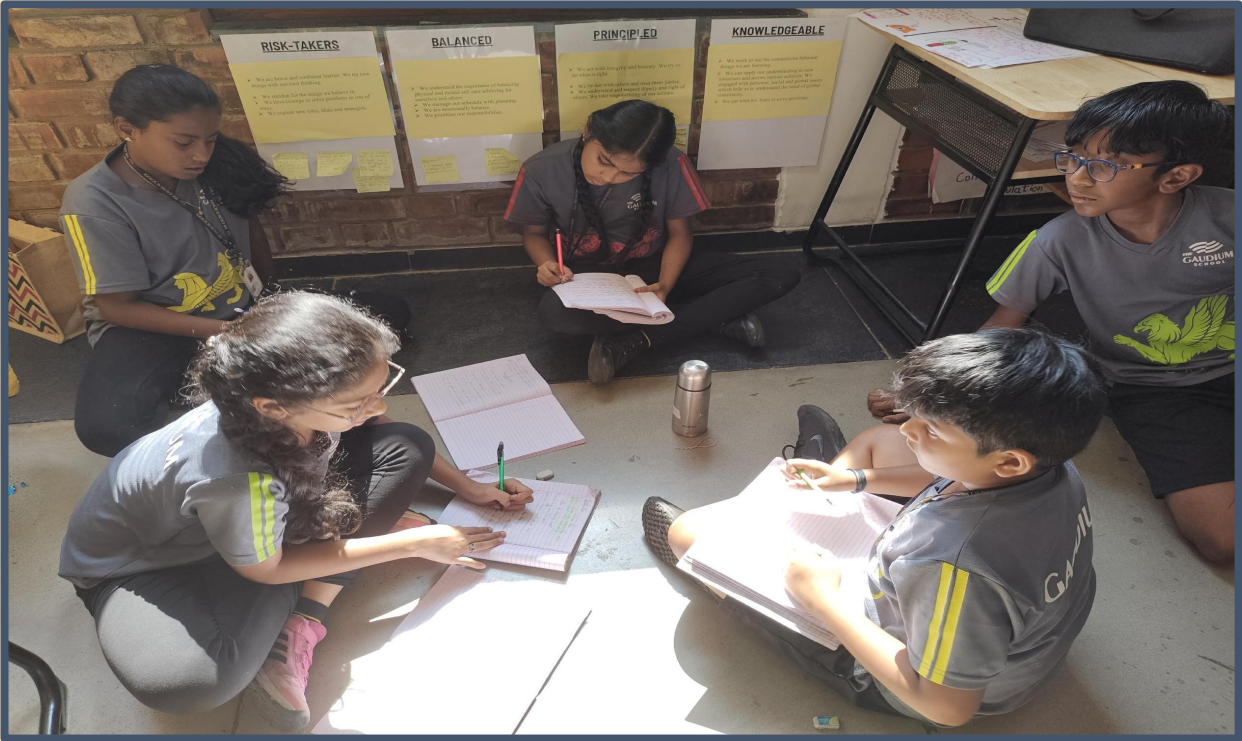


# Learning and Teaching- This Month





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# Learning and Teaching- This Month





# Learning and Teaching- Month Ahead

## **Exhibition:**

The students will continue to have mentor meetings, work in their respective groups, discuss the importance of taking actions, guest talks, field trips etc. during this month.

**Theme:** How we organize ourselves

## **Grade 5A**

**Central Idea:** Government decisions impact people and nations globally.

The students will inquire about different types of government and decisions taken by the Government according to the country chosen by them- U.S.A, U.A.E, Russia, and India. While discussing the decisions taken by the government, students may connect to persuasive writing and debate.

While discussing about the human rights, they may connect to balancing equations, Algebraic expressions.

## **Grade 5 B**

**Central Idea:** Geopolitical instability impacts market and the way people live.

The students will inquire about different types of markets such as oil, metal, and agro foods, and how these markets have been impacted due to geopolitical instability. While inquiring about this, students may connect to possible transdisciplinary connections with the Math - Data handling and timeline and in Language with cause and effect while inquiring about the impacts of geopolitical instability on people.

## **Grade 5C**

**Central Idea:** Human endeavors and decisions impact the environment

The students will look into different types of environments, impact of decisions on individuals and societies. They will inquire into soil degradation, climate change and waste management in their respective groups.

They made transdisciplinary connections to prediction, debate in language and area perimeter, time zones, currency and will have learning engagements related to the same.



# Learning and Teaching- Month Ahead

## Grade 5 D

**Central Idea:** Decisions and their implementation is impacted by interconnectedness of system and individual responsibilities.

The students will inquire into different different strategies to take decisions, relationship between systems and decisions. They will also inquire into the interconnectedness of education, healthcare and government systems. They may connect to problem-solving while discussing various strategies, number systems and data handling. They may connect to cause and effect, persuasive writing and debates during the homeroom discussions.

## Grade 5 E

**Central Idea:** Economic instabilities impact the way people organize their daily life.

The students will inquire into the economic instability where they will learn about how the economy is going through a recession or an unhealthy expansion associated with an increase in the prices.

The students may connect to percentages, money, budget during their learning process.

## Grade 5F

**Central Idea:** Decision making during adversities impacts economic activities.

The students will inquire into different types of adversities such as man-made and natural adversities and impact of these adversities on people. Further, they will inquire into impact of adversities on economic activities for a time period.

## Grade 5 H

**Central Idea:**

Balance between decisions and implementation within systems impact (life) sustainability. The students will inquire into different systems of decision making and their impact. They will discuss the relationship between decisions and execution. They will design the learning engagements and co-construct the assessment tasks and criteria in their respective groups. The students may connect to number systems, and data handling in Math and with cause and effect, persuasive writing and debate in transdisciplinary language.



## Grade 5 G

### Transdisciplinary Theme: How the word works

**Central Idea:** Disaster impacts people and habitats.

The students will inquire into different “types of disaster”. Students will research the consequences of disaster on people and habitat and will further research on role and responsibilities of people during disasters. They will look into how disasters affect individuals and the environment. Students made connections with cause and effect, tenses, and creative writing . Students may connect to problem solving, equations while discussing the various strategies in transdisciplinary math.

## Grade 5 I

### Transdisciplinary Theme: Sharing the planet

**Central Idea:** Conflicts are a repercussion of our belief, experiences and opinions.

The students will continue to inquire into the types and causes of the conflicts. They will discuss the connection between conflicts, beliefs, and experiences and further inquire into the various strategies used to resolve conflicts .

The students while inquiring about the causes of conflict, they will understand how an argument leads to conflict and hence they may connect to argumentative text and essay in transdisciplinary language. They will also make connections to active and passive voices while discussing ways to resolve conflicts. The students will make connections to problem- solving while discussing various strategies used to resolve conflict.



# Learning and Teaching- Month Ahead

## Additional languages:

### Hindi:

The students will practice summary writing and they will write summary of the story.

### French:

The students will continue to learn how to express their "daily routine" in French with timings. They will revisit the irregular verbs that they have learned using them in sentences. Students will use their creative thinking and communicative skills to enhance their understanding on French communication.

### Telugu :

Students will be introduced to stories and poems about animals. They will also learn about the summary writing.

### Spanish:

The students will learn how to use time to describe their daily routine and how to describe body parts and nationalities in small phrases.

### Drama:

The students will learn the craft of short filmmaking where they would learn how to transform their theatre ideas or stories into a digital medium.

## Dance:

The students will continue to learn western dance. They will also learn to identify basic characteristics of the contemporary dance.

## Music:

The students will understand the innovation through music. While learning, students will explore fusion music in detail and understand how people present or perform a type of music in fusion style.

The students will notice the creativity of different artists by watching videos and learn to appreciate their creative differences by reflecting on the same.

## P.E:

The students will inquire into the third line of inquiry impact of sports/ games on identity. They will be introduced to basketball and they will explore to understand the skills and techniques of basketball.

## Art:

the students will do research on collage work, 3d form (Clay modelling, sculpting or paper mache) art and origami an artist's style. They will observe different media techniques. The students will work on their chosen art form.



# Happenings Month Ahead

**Grade 1 Theatrical Evening: Friday, 3<sup>rd</sup> March**

**Women's Day Celebration: Tuesday, 7<sup>th</sup> March**

**Holi: Wednesday, 8<sup>th</sup> March**

**PYP Student Led Conference: Saturday, 18<sup>th</sup> March**

**Ugadi: Wednesday, 22<sup>nd</sup> March**

**Ram Navami: Thursday, 30<sup>th</sup> March**

## **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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