



PRISM

Grade 5

Message from the Principal's Desk

Dear Parents,

Greetings!

I have often heard teachers and students talk about design thinking in the classrooms. They often discuss that in order to solve problems, we need to understand the experiences of others with empathy. We must look beyond superficial findings, and replace it with real understanding. It is important for us to feel connected to one another and feel valued.

In the land of the Maasai, in Southwest Kenya, there was a girl named Rebecca. Rebecca lived near a large national park, where there were golden lions, and big grey elephants. Rebecca's family kept cattle, sheep and goats and depended on farming for food for their animals. Rebecca went to school and helped her family care for the animals when she was home. One very hot day, Rebecca found her mother crying. "Our crops have been bad this year," she said. "Now our goats and sheep might die."

At school, Rebecca asked her teacher why there had been so little rain that year. "We have had many days without rain," said her teacher. "When we have no rain, plants cannot grow. Without plants to eat and water to drink, our animals die." Everyone in the class was quiet.



They were worried for their families, their animals, and their community. At the school library, Rebecca searched for information about rain. What she learnt was difficult. The whole world was getting hotter, and there was less rain. She learnt a new term: "Climate Change." Cars, buses and airplanes are making the air dirty. Trees are being cut down, and used to make buildings. And trash is buried in the ground. All these things are harming nature.

For the whole day Rebecca felt sad. What can just one girl do to help the whole world? Rebecca decided to talk to her teacher about what she has learned. "It is a big problem for the Earth," her teacher explained. "But there are some things we can do to help, like planting trees to make nature stronger."

As Rebecca walked home, it was hot and she stopped to drink from her water bottle. She couldn't stop thinking about the lack of rain, and how she could help her community. Then she had an idea. "I've learned so much about climate change," she thought. "It would help if everyone knew about this problem!" The next day Rebecca asked her teacher to give a lesson about the world's changing weather, and the damage humans were doing to nature. At the end of the class, Rebecca stood up. She asked everyone in her class to go home, and teach their parents about what they had learned. In just a few days, everyone was talking about how humans were harming nature.

One day, the Elders held a meeting to talk with Rebecca about what could be done to help nature. The elders discussed that the problem they faced was so big. And most of the harm to nature was happening in big cities, far away from their community. "Let's write a letter to the President of Kenya," one elder says. "He needed to know that we cannot live with no rain. Then maybe he will make changes to our laws to stop harming nature."

Rebecca took a letter and shared it with her classmates. They each asked their families to sign their name at the bottom to show their support. In Nairobi, the President read the letter from the Maasai community. He had many other letters, from other parts of the country. "I need to help Kenya protect nature," he thought. In the Maasai community, everyone agreed to plant a tree outside their home. Rebecca and her Mother dug a hole together, and put the seedlings in the soil.

At Rebecca's school, the head teacher talked to all the students. They asked Rebecca to stand at the front. "Protecting the environment is a big job - and everyone in the world has to help." The Principal said, "But we would like to thank Rebecca especially, for helping us learn and make a change. Imagine if we all helped our community!" Rebecca was so happy. She soon began thinking about what she and her friends could do next to help nature and her community.

(Acknowledgement / Adapted from-shoka.org/en-nrd/readers-become-changemakers?gclid=Cj0KCQjww4hBhCtARIsAC9gR3ajvrcefQvkD9UYtwQ4DiZB4e9r3A3h1j52FUFsBHWgsF6zHG_39bcaAhtqEALw_wcB)

Our grade 5 PYP Exhibition focuses on creating lifelong learners, who understand that empathy can be cultivated through observation and reflection. We must help people recognize and think beyond themselves. Many times, we forget to appreciate the little things that surround us and give our lives meaning. Changemakers see opportunity as they are driven by hope. We must encourage our students to be changemakers, who believe in themselves, ready to take up challenges and look for opportunities to innovate to be design thinkers.

Warm regards,
Anjalika Sharma
IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer season has set in, and along with the scorching heat comes the most awaited time for kids: summer vacation. Who doesn't love vacations? Everyone does! The longer days mean more time to play, learn, enjoy and have fun. Time to have our own day's routine, liberty to choose what we love the most to do, read books, learn something new, play sports for hours, travel etc., every individual has their own definition of the best summer break.



"Play is fundamentally important for learning 21st-century skills such as problem-solving, collaboration and creativity." – By American academy of paediatrics. Children need to play, especially outside, close to nature. It might be any play, just having free play time, solitary play, unparalleled play, group play etc. Playing has several benefits to it. It is beneficial for children's mental health and physical health. Children who are a part of outdoor activities are happier. Just an hour in the park, and you would observe the children trying out new things, being imaginative, making new friends, giving turns on the slide, being caring towards others, having small competitions with each other, balancing and coordinating, jumping and running and the list goes on.

"The more that you read, the more things you will have. The more that you learn, the more places you'll go." – Dr. Seuss. Summer vacation is also the best time to inculcate reading habits in children. Beginning with a book where their interest lies, a well-chosen genre per the child's likes and dislikes, and a book they can read and comprehend independently is what is required to start with. Having a family reading time, modelling it, talking about books, creating a reading space and decorating it together with them, gradually leading the small reading sessions into a daily habit. Reading habits help children in enhancing their vocabulary and knowledge and develop their imagination.

Melanie Jean Juneau says, "Kids need time to be bored; that is how creativity is born." We can easily compare the gadget-free days of our elder's childhood and the children using gadgets the moment they get free. Technology is a boon but also a bane. Nothing in excess is good. On the one hand, we often see children using phones, iPads, and television just as soon as they are a few months old; these are children who gradually get into a habit of screen time. Then there are children who have access to either no or a monitored and well-timed screen time. Children who play, indulge in physical activities, learn something new, get bored and enhance their skills versus the ones who sit in one place for hours, without even blinking their eyelids at times, watching things, learning and imitating behaviour and getting so engrossed that they hardly talk to people around them. Technology has its own benefits, but it's also important to use it for the right reasons. As rightly said by Albert Einstein, "Imagination is more important than knowledge." For a child who is bored, instead of providing an alternative, try and observe how creative he/she can be.

Children look forward to travelling to new places, talking about the history, culture, food, and attire, and observing things. This is one of the best times to create memories, learn from observing and having first-hand experience, make real-life connections, and, most importantly, learn useful skills and values. Their happiness after every trip can be seen every time they remember it and speak about it.

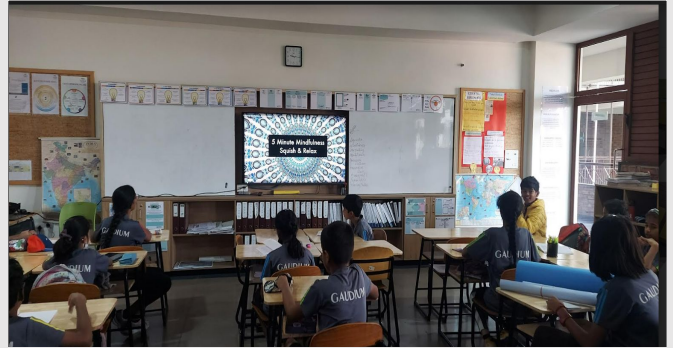
It's time for us adults to take a moment, not plan for but plan with our children what is best for them, understand what they really wish to do, travel, and spend time with them to build a stronger bond, especially with the extended family members. Let's turn this summer vacation into a time which is our children's time to have fun and enjoy and learn from experience.

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 square breathing, and mandala art. They celebrated the 'International Day of Happiness' by sharing "what happiness means to them; how can they define happiness and what makes them happy".



Core values

The core value for the month "integrity" was inculcated in various ways.

The students took part in different learning engagements like watching and listening to stories and reading books related to integrity. The students shared real-life examples where they demonstrated integrity.

The students also shared their views about the same in their assemblies.



School Philosophy - 5 Developmental Pillars

Global Leadership:

The students continued to take ownership of their learning by setting learning goals, sharing reflections, and identifying areas of strength and improvement.

They connected their learning to various United Nations Sustainable Development Goals (UNSDG). The students discussed collaboratively and took individual and group actions as a part of their learning.



Holistic Excellence:

As a part of Holistic excellence, the students read various books and newspaper articles related to the exhibition.

The students had various guest sessions and went on a field trip to enhance their learning during the exhibition process

School Philosophy - 5 Developmental Pillars

Stakeholder engagement:

We had the Student Led Conference (SLC). The purpose of the SLC is for students to accept responsibility for their work, reflect, discuss, and report the same to their parents. SLC is a learning process for the students that helps them understand how they operate as learners while developing vital life skills such as communication and organization.



The students shared their learning and the progress they are making in their learning both in academics as well as in co-curricular followed by their feedback. The students also shared their portfolios.

The Gaudium School celebrated International Women's Day by hosting an event that aimed to empower and celebrate women around the world. Dr. Anusha, a consultant obstetrician and Gynaecologist, was invited to speak on the importance of women's health and well-being.

The Women's Day celebration was a great success and brought the school community together to celebrate the achievements and contributions of women.



Learning and Teaching – This Month

Exhibition:

The students continued to have mentor meetings, worked in their interest groups, and discussed the importance of taking action, guest talks, field trips, etc. during this month. Students acknowledged the sources using MLA 8 format during the inquiry process. They participated in various learning engagements using different strategies and reflected on and connected to the attributes of the learner profile and the approaches to learning. The students in their interest groups worked on the final staging of the exhibition.

Transdisciplinary Theme: How we organize ourselves

Grade 5A

Central Idea: Government decisions impact people and nations globally.

The students inquired 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 made connections to persuasive writing and debate. While discussing human rights, they made connections to balancing equations and algebraic expressions.

Grade 5 B

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

The students inquired about various factors affecting the increase in the oil, metal, and Agro-food markets. They inquired about the price fluctuations in various markets over a period. While inquiring about the roles, and responsibilities of people during geopolitical instability, the. Students made the transdisciplinary connection with ratio and proportion, probability, profit/ loss percentage, direct/indirect speech, report writing, etc.

Grade 5C

Central Idea: Human endeavors and decisions impact the environment.

The students looked into different types of environments, and the impact of decisions on individuals and societies. They inquired into soil degradation, climate change, and waste management in their respective groups. They made transdisciplinary connections to prediction, debates, area perimeter, time zones, and currency. They had learning engagements related to the same.

Learning and Teaching – This Month

Grade 5 D

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

The students inquired into different strategies for taking decisions, and the relationship between systems and decisions. They also inquired into the interconnectedness of education, healthcare, and government systems. They made connections to problem-solving while discussing various strategies, number systems, and data handling. They also made connections 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 inquired into the economic instability where they learned about how the economy is going through a recession or an unhealthy expansion associated with an increase in prices.

The students connected to percentages, money, and budget during their learning process. The students continued to read the newspaper articles. They had a guest session with our CEO Mr. Ramakrishna Reddy to know the about the economic instabilities faced by schools, the causes and impact of those instabilities on the organisation and their resolution/s.

Grade 5F

Central Idea: Decision making during adversities impacts economic activities.

The students inquired into different types of adversities such as man-made and natural adversities and the impact of these adversities on people. Further, they inquired into the impact of adversities on economic activities for a while. The students had learning engagements related to cause and effect, money, percentages, bills etc.

Grade 5 H

Central Idea:

Balance between decisions and implementation within systems impact (life) sustainability.

The students continued their inquiry by reading different case studies and articles about sustainable decisions. Further, they have done in-depth research about several factors that influence decision-making, sustainable decisions, and their impact. They had guest sessions with Mr. Surendra Kumar- Magistrate, Ms. Babitha Abhilash- Axis Bank, Branch Manager, and Squadron leader, Mr. Divya Deep Kaura on "Decision making and implementation" to enhance their learning.

Learning and Teaching – This Month

Grade 5 G

Transdisciplinary Theme:

How the word works

Central Idea:

Disaster impacts people and habitats.

The students inquired about the different “types of disaster”. Students researched the consequences of the disaster on people and habitats.

They also further researched the role and responsibilities of people during disasters. The students continued their research to know more about how disasters affect individuals and the environment.

The students made transdisciplinary connections with cause and effect, tenses, creative writing, problem-solving, and equations.

Grade 5 I

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Conflicts are a repercussion of our belief, experiences and opinions.

The students inquired into the types and causes of the conflicts. They discussed the connection between conflicts, beliefs, and experiences and further inquired into the various strategies used to resolve conflicts. The students while inquiring about the causes of conflict, they have understood how an argument leads to conflict and hence they made transdisciplinary connections to argumentative text, and active and passive voices while discussing ways to resolve conflicts. The students also made transdisciplinary connections to problem-solving while discussing various strategies used to resolve conflicts. They further inquired about the causes and effects of conflicts.

Learning and Teaching – This Month

Dance:

The students learned the ways integration of western dance styles and forms contribute to the development of a dance vocabulary and style. They identified the basic characteristics and vocabulary used in contemporary dance. The students discussed the importance of warm-up, spacing, lighting, and dress rehearsals, as well as hair, makeup, and costume maintenance.

Music:

The students explored a fusion music style and understood the merging of Indian and western music styles. While learning about fusion music, the students also learned a new song, "Sa se sadhe sur". They also learned a new Mexican folk song, "La Bamba". The students created their rhythm patterns and performed in small groups to understand the process.

Drama:

The students revisited the UN SDG. They created Mime and connected their learning to the respective goals followed by their reflections.

Art:

The students worked on two contemporary artists Takashi Murakami and Jamini Roy, from local to global. They explored collage work. The students understood the techniques, created the artwork in their chosen artist's style, and reflected on their learning.

The students started working on the Design Thinking process by identifying challenges artists face in their personal and professional lives and resolving that using creative and innovative art ideas.

The students chose personal inquiry of their chosen topic from their learning and researched to acquire in-depth knowledge on their chosen subject. The students co-constructed the assessment task, tools, and criteria. The students demonstrated and developed the attributes of the learner profile and the approaches to learning during the various learning engagements.

PE:

The students inquired into the impact of sports/ games on identity followed by their reflections.

Learning and Teaching – This Month

Additional Languages:

French:

The students learned how to conjugate the reflexive verbs and to describe their daily routine in French. They revisited the irregular verbs and framed sentences.

Spanish:

The students were introduced to different countries, and expressions and learned how to use time. They also described their daily routine in Spanish. Students were further introduced to the interrogative words using the verbs “TENER” and “HABER”.

Telugu:

The students discussed the meaning of biography and autobiography. They watched a video about the author and discussed the highlights of the author's life. The students were introduced to the features of summary writing and essay writing. They had a learning engagement related to summary writing.

Hindi:

The students watched a video on Mahadevi Varma and shared their reflections on the time-period, language, etc. The students read a poem “Koshish kene valo ki” and connected to the attribute of the learner profile “caring”. They also read a story- Gillu, written by Mahadevi Varma followed by their reflections.

Learning and Teaching - This Month



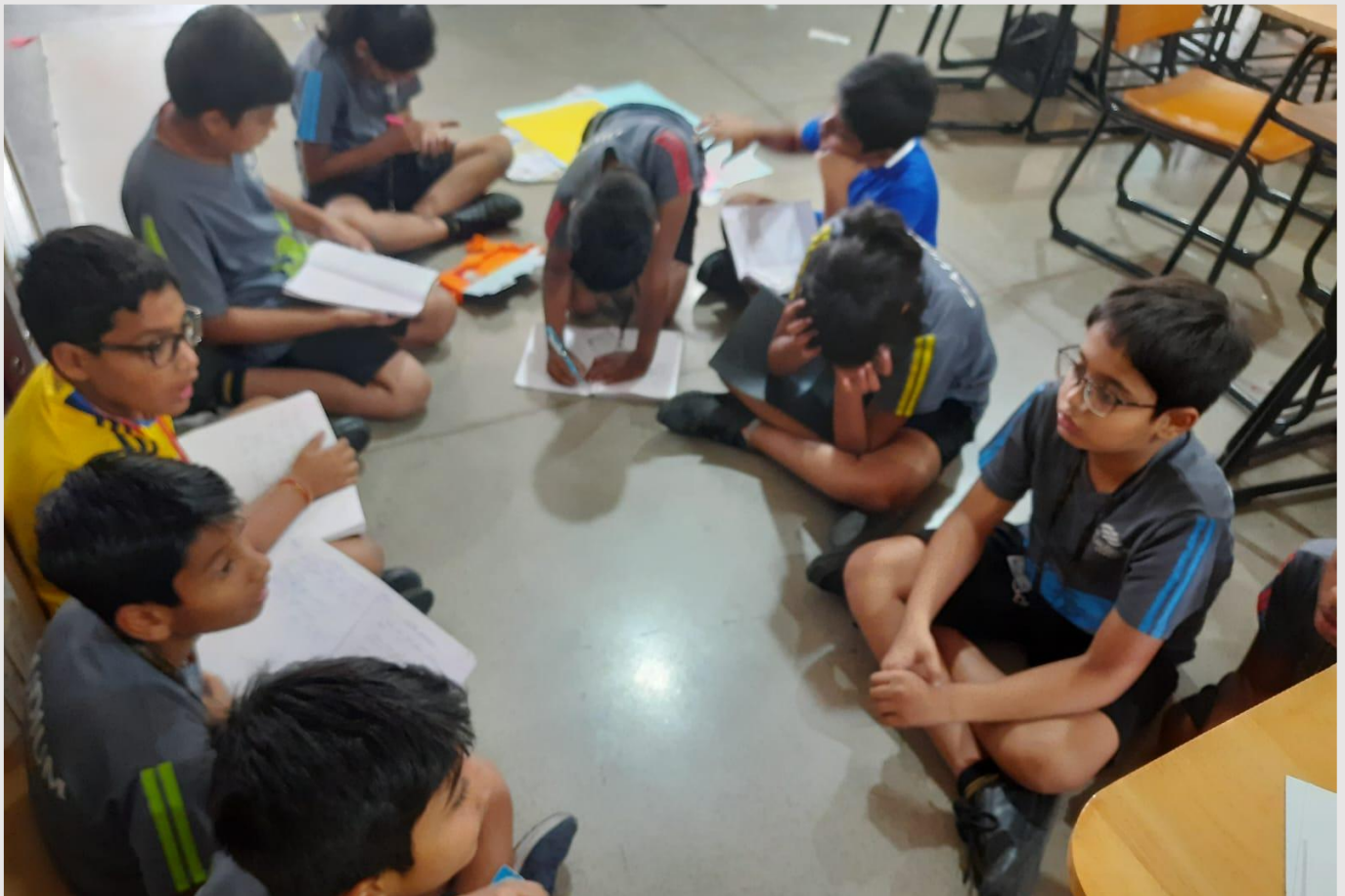
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Homeroom:

The students will revisit the learned concepts in their unit of inquiry, Math, and Language.

Hindi:

The students will learn and recite the poem - Vah Kadam Ka Ped by Subhadra Kumari Chauhan. They will list down the new words, discuss the purpose of the poem and make connections to nature.

The students will discuss the assessment tool and criteria and will complete their assessment.

French:

The students will learn how to express the weather in different seasons. They will learn to express themselves using different adjectives.

The students will use their creative thinking and communication skills to enhance their understanding of French communication.

Spanish :

The students will learn about seasons and weather. They will learn how to describe their nationality in small phrases.

They will use their language skills in their daily communications.

Telugu:

The students will read newspaper articles in Telugu. They will watch videos of different interviews and will try to write an article for a given situation.

Drama:

The students will co-construct the assessment task, tool, and criteria and complete their assessments followed by their reflections.

Music:

The students will revise the meaning of the music elements, tune, pitch, rhythm, and tempo. They will revise all the songs learned and will watch some music videos to get the motivation to learn music in a better way.

The students will co-construct the assessment task, tool, and criteria and will complete their assessments.

PE:

The students will be introduced to basketball and explore to understand the skills and techniques of basketball. They will complete their assessments by co-constructing the assessment task, tool, and criteria.

Learning and Teaching – Month Ahead

Art:

The students will research about printmaking, collage art and the artist's style. They will observe the artworks of different techniques in various media and discuss the features. The students will work on their chosen art material.

Dance:

The students will continue to integrate western dance styles and forms that contribute to the development of dance vocabulary and styles. They will further identify the characteristics and vocabulary of contemporary dance.

Happenings Month Ahead

Grade 5 PYP Exhibition: Saturday, 1st April

Good Friday : Friday, 7th April

Graduation Day – PP2 & Grade 5: Saturday, 8th April

PYP Three Way Conference: Saturday, 15th April

Last Working Day : Friday, 21st April

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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