



PRISM

Grade 5

Message from the Principal's Desk

Dear Parents,

Greetings!

Academic year 2022-23 has come to an end. Our students have worked hard inside the classrooms and participated in a range of learning opportunities outside as well. Often people around us talk about success and I wonder what it is. I read through these two short stories that answered these questions!

Once a man asked Socrates the secret of success- what is success? Socrates asked the young man to meet him near the river next morning. The young man came to the river next morning. Socrates was waiting for him. He asked him to walk with him towards the center of the river. When water got up to their necks, Socrates took the young man by surprise and ducked him into the water. The boy struggled to come up to the surface but could not do so. The boy tried his best, but Socrates was strong. He kept him inside the water till he turned blue. Just then Socrates took the boy out of water and the first thing he did was gasp a deep breath for air. Socrates then asked him- what did he want the most when he was inside the water. The young man replied - air. To this Socrates replied that when you want success as badly as you want air you succeed. There is no other secret to success.



Once a sage came to meet a king. The king was very busy and hence the sage had to wait. After a while the gate keeper called the sage and took him to the king. Upon entering the hall, the sage took off his hat and bowed to the king. Just then the king too took off his crown and bowed to him. Seeing this the king's minister asked him why he did so because the sage was a common man while he was the ruler of the kingdom. To this the king replied that the sage took his hat off to show his respect to the king, which is a virtue. If he did not take his crown and show his respect it would mean that the king is less humble and has no virtue in comparison to an ordinary man.

Adapted from-

<https://moralstories26.com/story-of-burning-desire-socrates/>

It is very important that we create this deep desire for success in our students, teachers and teams but also instill in them the virtue of humility and respect. Success with humility is very powerful. Humility helps you build trust with others. Humility helps learn. Trust and knowledge are two of the most important aspects of development and success. Humility reminds that there is someone behind us helping us and someone ahead of us guiding us.

As we look forward to the next academic year to unfold in June, 2023, we will continue to focus on greater success with humility and instilling core values in all our stakeholders to balance their inner as well as outer worlds to emerge as responsible global citizens.

Warm regards,

Anjalika Sharma

Head of School IBPYP

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer break is a much-awaited break for students worldwide, and understandably, they want to make the most out of it. For most students, summer is typically associated with relaxation, visits to the beach, and hanging out with friends. However, students can also use this break to be productive and learn new skills and gain experiences.

The best teacher for children is to experience things. Summer break allows students to constructively plan their day and utilise this time to experience and learn. Starting from planning their own day, organising their belongings, and contributing to household chores to learning a new skill everything is vital for students to experience and learn.

As adults, the more opportunities we give them to solve their own problems, experience unfamiliar situations, enhance communication and social skills, be creative, decide for themselves etc more our children become successful independent individuals.



In our own family settings, as adults, we can provide them with an environment where they learn to take on small responsibilities and become independent. Tasks like preparing your own bed, arranging toys, watering plants, etc might seem like small chores but help them learn organizational skills and become independent.

Summer breaks are also a time when we can prepare students for the upcoming academic session. Reinforcing and helping children with the learnt concepts keeps helps in building a strong foundation. Discuss and help them identify their strengths and areas of improvement to set goals for this summer break. Once SMART goals are set accordingly, the concepts which need their attention can be revisited.

To enhance their reading skills and build a strong reading habit, a few ways could be allowing them to set their own reading corner, picking books from their favourite genre to start with, having family reading time, being inquisitive and asking about the books to know their comprehension and how far have they connected with the books etc. Initially, spending 15 mins every day without a miss can also do wonders.

Writing skills come naturally to some and for some children, it is a task. For children, the initial writing task needs to be fun. For toddlers, using thick crayons to thin crayons and then to pencils, writing in a tub filled with water or sand, using fingertips to understand formations, plucking leaves, sorting grains, etc is a great start. As they grow allow them to share their thoughts, and write whatever they wish to, something from their interest areas or experiences. At this moment it is important that we just encourage them to write. Then introduce them to re-read their own piece of written work, gradually, letting them know the spellings, use of vocabulary, sentence construction etc. It is a good idea to introduce them to different writing strategies, for instance, ARMS (Add, Remove, Move, Substitute), and COPS (Capitalization, order, punctuation and spelling).

Mathematical concepts are best practised when associated with real-life connections. Asking children to calculate the cost of their shopping, associating time with their own schedule planning, helping them maintain the waking and sleeping hours, talking about speed distance from one place to the other while travelling etc are all great ways to build their mathematical concepts.

Sharing our life experiences, travel experiences about different places, and initiating talks about the environment, plants, animals, geographical locations, places, culture, arts, music etc is also a way to help them learn new things. It also helps in bonding with them.

In conclusion, although summer break may be associated with relaxation and entertainment, children should be provided with opportunities to remember the value of the break and to build their future.

Wishing a very memorable and enriching summer break!

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 volcano breathing, hissing breathing, goal setting, and mandala art.

Students actively participated during the group discussions followed by their reflections.



Core values

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

The students discussed the meaning of integrity and shared how they practice it in their life. They took part in different learning engagements like watching and listening to stories and reading books related to integrity.

They shared real-life examples of where they displayed the core value-Integrity.

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

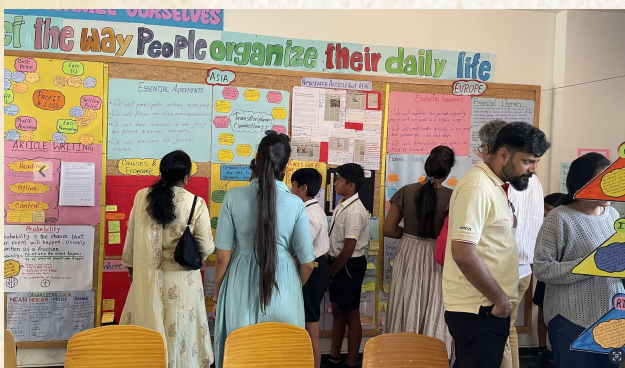
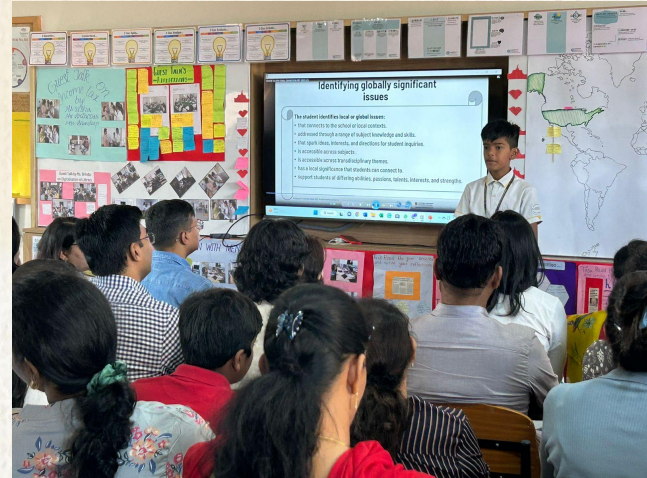


School Philosophy - 5 Developmental Pillars

Holistic Excellence:

The Grade 5 students on Saturday, April 1st, celebrated the PYP Exhibition 2022-23. The focus of the exhibition was to promote inquiry-based learning and deepen the student's understanding of global issues. Throughout the year, students, parents, and teachers worked collaboratively and employed critical thinking skills to develop a more profound understanding of the themes.

The students continued reading books, discussed and shared their reflections using the various strategies along with their peers.



Global Leadership:

The students discussed ways they could take action to create a sustainable world. They developed a deeper understanding of global issues and explored ways to take action towards creating a more equitable and sustainable world during their PYP exhibition.

They continued to take ownership of their learning by setting learning goals, sharing reflections, and identifying areas of strength and improvement. They continued to develop and demonstrate ATL and attributes of learner profile during assemblies.

School Philosophy - 5 Developmental Pillars

Stakeholder engagement:

The Gaudium School celebrated the learning of the young students from PP2 Nanakramguda campus, PP2 Kollur campus and Grade 5. This event marked a significant milestone in their academic journey and the stakeholders took great pride in having played a role in their growth and development.

We had a three-way conference that helped the stakeholders to meet, reflect and understand the academic journey embarked upon and share any specific inputs to help us progress further.

The "All-Hands Meet" was conducted where the school achievements and long-term plan were shared with the staff followed by the felicitation of the staff members for their achievements.



We had a session with Dr. Rammohan Reddy, a senior consultant in Trauma & Orthopaedics, lower limb arthroplasty, and sports injuries with 30 years of dedicated patient-centric practice, and with Dr. Mallikarjun, a Robotic Surgeon and Urologist for the staff's well-being.

We had an interactive session with Dr. Divya Devalupally on 'The Teenage Brain' and 'Dealing With ADHD in the Classroom'. She also addressed the staff on work-life balance which included the professional work ethics and attitudes.

Professional Development

Reading Sessions:

Learner Agency:

Implementing Agency sessions 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. We shared how the students take initiative, express interest and wonderings and make choices to achieve their goals.

Learner Profile:

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional, and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active, and caring community members who respect themselves, others, and the world around them.

We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action. We also shared a few examples of how these attributes are connected to learning goals, actions, self-assessment, etc.

As a team, we read and reflected on how the attributes of the learner profile are connected to transdisciplinary learning. We shared our perspectives on how the attributes of the learner profile are developed and revisited through the units of inquiry through subject-specific investigations and how are they documented on PYP planners as a part of the collaborative planning process.

PYP Exhibition:

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

Professional Development

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 discussed and shared various learning engagements that worked well in our classes to understand the same.

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 various learning engagements that worked well in the classrooms 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. We also shared our perspectives on how an inquiry helps to facilitate the development of the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

The Early Learner:

Teachers support students in developing social-emotional competence because this connects to children's emotional well-being and their ability to adapt to new environments and form successful relationships throughout life. We discussed how the teachers support learning by planning and giving uninterrupted time for play, building strong relationships with students and their families, creating and maintaining responsive spaces for play, and offering many opportunities for symbolic exploration and expression with real-life examples.

Professional Development

5 Developmental Pillars Of 'The Happy Minds' Model

We had a session on the five developmental pillars by the core members team.

The Gaudium Happy Minds' Model rests on 5 developmental pillars, which represent our belief that- Holistic Excellence in learning, teaching, and leading is achieved by imbibing 5 core values and implementing a well-defined mindfulness and well-being programme involving all stakeholders thereby ensuring that our global leaders are ready to take the quantum leap into the future.

Holistic Excellence:

Holistic Excellence focuses on providing a joyful learning environment where every child engages in exploring, experiencing, experimenting, and exhibiting their learning which encourages them to take action and inculcate leadership qualities to make a difference to themselves and others.

We shared and reflected on how the students know the importance of reading books and shared their reflections, life skills activities that went well, and the suggestions if any to be made for the next academic year 2023-24.

Core Values:

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 discussed the core values calendar and the reflections shared by the stakeholders.

Mindfulness and Well-being:

Our mindfulness and wellbeing 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. We revisited the mindfulness curriculum and the calendar followed by sharing perspectives.

Stakeholder Engagement

Students, Parents, Teachers, staff and the local community are stakeholders who meaningfully connect and collaborate to learn, grow and add value to the school culture. We discussed if any event/activity is to be added as a part of the stakeholder engagements followed by reflections.

Global Leadership

It equips our students with confidence, skills and competencies that leads to self-clarity, enhances interpersonal skills and fosters positive change in the community using the levers of innovation. We shared the importance of UNSDG and the IB leadership capabilities and also discussed the students'-initiated actions and the innovative ideas that the students came up with during their design thinking process.

Learning and Teaching – This Month

Transdisciplinary Language

The students revisited the concepts learned earlier such as adverbs, tenses, report writing, character traits, adjectives, prepositions etc by using different learning engagements.

Transdisciplinary Math

The students continued doing mental Math every day to revisit the concepts learned earlier. They also revisited the concepts such as fractions, decimals, percentages, profit and loss, data handling and measurement, unitary method etc.

Additional Languages:

Hindi:

The students watched a video on Mahadevi Varma and connected it to her times and language. Students read a poem "Koshish kene valo ki" and defined perseverance/resilience and care. They demonstrated their understanding by writing a summary of the poem. Students read a story "Gillu" written by Mahadevi Varma and they shared understanding by summarizing it.

The students revisited the summary writing process and the importance of summary. They revisited poems, stories, adjectives, nouns, verbs, and letter writing.

French:

The students revisited "ER-IR-RE" verb constructions. They learned the irregular verb constructions and their usage with the mode of transport, class timetable reading and answering, etc. Students co-constructed the assessment task and tool and completed the same followed by their reflections.

Spanish:

The students learned directions, prepositions, seasons, and weather using them in the sentences and revisited "ER-IR-RE" verb constructions. They also learned the irregular verb constructions and their usage with the mode of transport, class timetable reading and answering, etc.

Telugu:

The students revisited the concepts that they have learned. They revisited the elements of poetry and recited various poems. The students had a loud reading session. They shared the attributes of the learner profile and the approaches to learning that they have demonstrated and developed during their learning process. The students also revisited 'Shataka Padya' which has been given to humanity. Students continued reading the poem.

Learning and Teaching – This Month

Dance:

The students demonstrated knowledge of dance terminology and positions. They observed the hip-hop dance form including its history. The students also demonstrated and incorporated an understanding of proper alignment and discussed dance class etiquette. The students demonstrated their understanding of proper stretching techniques, especially the importance of relaxation and warm-ups in dance.

Music:

The students learned to sing a new song, "We Are the World" by Michael Jackson. They understood the context behind the creation of the song, and they also understood the meaning of the lyrics.

PE:

The students were engaged in different obstacle courses and connected to change, challenges, and Adversities. The students co-constructed the assessment task, tool, and criteria and completed the same.

Drama:

The students were engaged in the final rehearsals of their mime performances. They reflected and shared their understanding of how they created their performances and the process. They also discussed various aspects of the craft like blocking, emotions, expressions, movement, etc.

Art:

The students co-constructed the assessment task, tool, and criteria and completed the same. They also worked on the prototype stage in the design thinking process. The students used exchanging information skills while sharing their ideas. A few of the students worked on their personal inquiries about their choice of art forms.

Learning and Teaching - This Month



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Learning and Teaching - This Month



Samsung Quad Camera
Shot with my Galaxy M51

Learning and Teaching - This Month



Happenings Month Ahead

School reopening dates – Nursery to 5

Grade 3, 4 and 5 – Wednesday, 14th June 2023

Grade 1 to 2 – Monday, 19th June 2023

Grade Nursery, PP1 and PP2 – Wednesday, 21st June 2023

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.

<https://www.facebook.com/thegaudiumschool/>