



P R I S M

Grade 5
September , 2023

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

It is truly amazing to see our students try new ideas, share different and diverse perspectives and willingly share their creativity. Often we brush aside and call off new ideas of change or challenges thinking they would not work or be feasible. Recently I read a short e-story on similar lines

In 1295, Marco Polo returned from a 24 year trading epic to China. His trip had taken him 14,000 miles (25,000km) around the world, from his birth town of Venice, through Baghdad and all the way across Asia. He visited dozens of great cities, many of which are now lost to antiquity, finally reaching the bustling trading city of Beijing in the east. After his return, he created a great epic of his travels. His epic spread quickly across Europe, each book meticulously and laboriously copied by hand and destined for the private libraries of the rich and powerful European elite

His wondrous tale became the basis for what all Europeans knew about the Orient for many years to come. In it, He spoke of many wonderful places he had visited. He spoke of creatures so wild and wonderful, they simply had to be seen.



He spoke of dragons, unicorns and birds so large they could lift an elephant high into the air. His stories enthralled all those who read them. People could imagine massive birds, serpents and beasts. His works were entirely believable - except for one story. A story so far-fetched that no man, king or peasant would give it credence

Marco Polo had told of how the Mongols used rocks instead of wood for heating and for cooking. He told of how they were collected and how they magically lit up, burning hotter and longer than the dried, dead branches fallen from the oldest trees

Message from the Head of School – IB PYP

. “You cannot burn rocks” the people said, and they ridiculed the story. Marco Polo smirked. He knew, deep inside, that while a great many of his works were embellishments, this one was entirely true. The Europeans did not create industrial coal mines for another 600 years, significantly delaying the start of the industrial revolution and the entry of the West into the modern age.

Acknowledgment-<https://blog.fluidui.com/3-short-stories-to-replenish-your-creative-thinking/>

As leaders, teachers and parents, we always work at inspiring young people to reach greater heights, equipping them to be successful, and providing constant guidance and reinforcement in their work, whether their goals seem achievable or appear beyond hope. When the challenges are extraordinary, we must be even better at our work. We must recognize that what a person believes directly shapes his or her perceptions of reality, and impacts the actions he or she will take. People accept new ideas, and strengthen beliefs through experiences.

At The Gaudium we provide an avenue to all our learners to set their goals, strengthen their beliefs about what they can do and allow them to try, develop and succeed.

We put ourselves at the starting line of innovation. When our students believe in themselves and their abilities they explore, see a problem, and envision a solution that others have never dreamed of. And, once they do so they make that vision a reality.

We thank you once again for being our collaborators in enhancing learning, creativity and innovation!

Anjalika Sharma

PYP Head of School



Message from the PYP Coordinator's Desk

This is my favorite time of the year, as the month of September marks the beginning of the festive season. Our children were happy and engaged in celebrating teacher's day, International Literacy Day International Dot Day, World Mindfulness Day, and The World Gratitude Day.

Teacher's day is an opportunity for students to express their love and respect for their teachers. **Though for our children, every day is Teacher's Day!** It was a moment of pride for every teacher as they were honored by hand crafted cards designed by the little creative minds. Some students expressed their bond with their teachers by presenting flowers and chocolates. This day fosters a strong relationship between teachers and students. Our students become **Caring** individuals as they recognize significant role of a teacher.

We at Gaudium celebrated the International Literacy Day under the theme, 'Promoting literacy for a world in transition: Building the foundation for sustainable and peaceful societies. Class discussions were focused on the importance of literacy, few anecdotes shared by the students were," We can read the hoarding on the roads" "We are able to read the ingredients on the food labels because we are literate."



They participated in various engagements like rewriting their favourite stories, designing a book cover etc. Our students became **Knowledgeable** individuals as they understood the importance of literacy in their everyday life.

We at Gaudium achieve holistic excellence through an ecosystem of core values supported by mindfulness and wellness. Mindfulness is an integral part of learning at the Gaudium. Through mindfulness we nurture our students as **lifelong learners** who celebrate resilience and acknowledge their emotions. They become empathetic and compassionate individuals that contribute towards making the world a better place.

Message from the PYP Coordinator's Desk

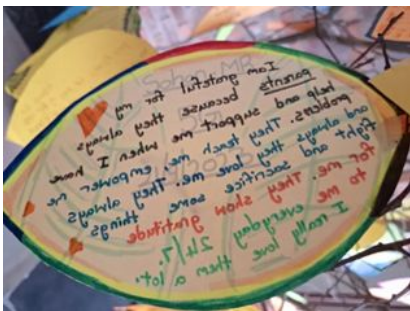
We were surprised to see our creative thinkers on the celebration of **International Dot Day**, as we saw our little artists created beautiful art pieces using various sizes and types of dots. It is a celebration of creative thinking, innovative ideas, and self-expression. This Celebration takes students into the journey of self-discovery and imagination. Our children become **Open-minded** individuals who consider new perspectives and respect diversity.

Though each celebration has its own significance, the one that is close to my heart is 'The World Gratitude Day'. This day reminds me of my grandpa who always guided me to start my day by saying 'shukrana'. (Sindhi word for thank you). He used to say, starting a day with shukrana will help you to look at things with a positive perspective. I was touched when I saw our students writing thank you notes for their friends, guardians, parents, classmates, teachers and for many people who had a positive impact on them. Colorful Gratitude Trees radiated the joy all around. Gratitude jars brought a smile to everyone's face. Celebration of this day helped all of us to be **reflective** and express gratitude to all of those who have a positive influence on us and have helped us to become better versions of ourselves.

Various celebrations at school helps student in becoming international minded and active individuals who respect themselves, others, and the world around them.

We all have a shared commitment towards our children's learning. Therefore, I request all of you to deeply involve children in all festivities by explaining to them the origin, the importance and the stories behind the various rituals and traditions. This will help them to engage with the wider world and develop the understanding of identities, cultures, societies, and histories and hence nurturing them as a global citizen.

Sharing a student's gratitude note from the gratitude tree.



By Meera Chhabria

The Primary Years Programme Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day.

They practiced different breathing exercises like shark fin breathing, woodchopper breathing, managing emotions and reflecting on the importance of being thankful.

World Mindfulness Day was celebrated. They did mandala art and discussed its importance.



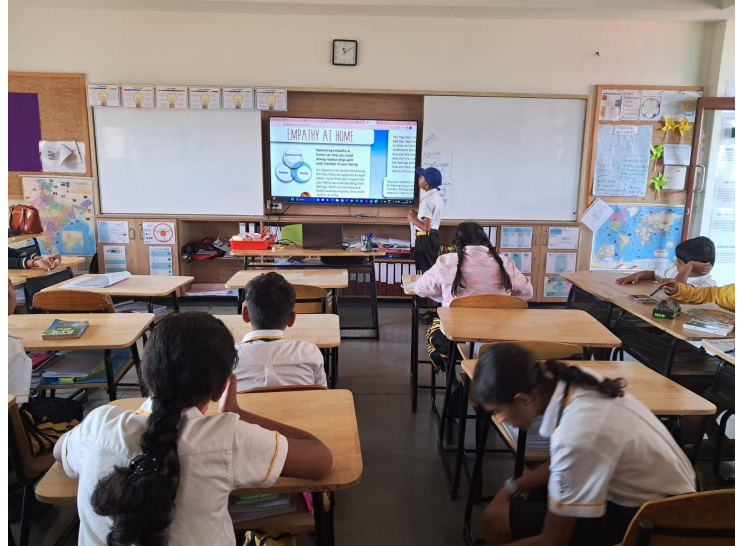
Well-being sessions on self-esteem were organised for the students. This helped them reflect and build confidence in themselves.

Students discussed the terms react and response. They talked about ways people respond and react.

School Philosophy – 5 Developmental Pillars

Core Values

The core value for the month, 'respect', was inculcated in various ways. The students discussed the meaning of respect. They shared respect means "Admiration and regard." we admire the qualities and regard the achievement." Students watched short videos and read stories on respect. They created admire cards to show respect toward others. They played different games related to respect.



Holistic Excellence

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. During the life skills session, students made sandwiches emphasizing the importance of safety in the kitchen. It helped them develop skills and provided students opportunity to explore their curiosity and problem-solving abilities. Literacy day and Dot day were celebrated. Students wrote stories and letters to celebrate and appreciate their creativity.



School Philosophy – 5 Developmental Pillars

Global Leadership

Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks. They conducted and took part in school assemblies.

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



Stakeholder Engagement

Students attended special assembly to celebrate Teacher's day. Students enthusiastically participated in the World Literacy Day, Hindi Diwas and International Dot Day. Students made eco- friendly Ganesh idols on account of Ganesh Chaturthi.

Student Led Conference was held during the month where students shared their learning.



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme

How we express ourselves

Central Idea

People create or manipulate messages to target specific audiences.

Lines of Inquiry

- Influence of images , text , and music on target audiences
- Critical evaluation of messages present in the media
- Ways people respond to messages
- Role of media in messages

Key Concepts

Function, Change, Causation

IB Learner Profile

Communicators, Open minded,
Knowledgeable, Inquirers

Students discussed the meaning of ‘manipulation’, and ‘evaluation’. They inquired about the ways to critically evaluate messages.

They shared examples of manipulation strategies used by people for different purposes. The students had a guest by **Mr. Bharath and Ms. Udaya from Vermillion (Advertising Agency) from Chennai.**

The students collaboratively discussed and shared their understanding of the differences between the product, brand, target audience, and target group.

Students further conducted research to find ways people respond to various messages and the role of media in messages. They learned about “How people respond or react to messages which helped them understand the importance of responding and reacting in real-life situations.

Learning and Teaching – This Month

Students attended a guest talk by Ms. Hadiya, our school counselor on react and respond. students shared their understanding about react and respond by giving some real-life examples followed by their reflections. They further co-constructed their end-of-unit assessment task and reflected on their learning.

Transdisciplinary Language

Students discussed and practised writing sentences in direct and indirect speech. They made the transdisciplinary connection to letter writing. Students co-constructed the task for the formal and informal letter writing. They further discussed the use of persuasive writing.

Students made connections with the message writing and shared their understanding by creating a message for different target audiences.

Students continued to co-construct the spelling list along with their peers which helped them to enrich their vocabulary and allowed them to develop their reading and writing.

Transdisciplinary Math

Students continued doing mental Math every day to revisit the concepts learned earlier. They also constructed angles by using a protractor for the given measurement and measurements of their choice.

Students made connections with data handling while discussing the target audiences.



Learning and Teaching - This Month

Students shared their understanding and gave examples of different types of graphs. Students discussed the steps involved in the data handling process like collection, organization, and interpretation.

Students created their data and constructed the pie charts using a protractor. While constructing the pie charts they made connections with the fractions and percentages.

Visual Arts

Students worked on making idols of Ganesh for Ganesh Chaturthi. This helped them understand the application of forms of art in real life.

Students worked with nature art study. They looked at pictures of Nature artworks from India and around the world- China, Europe, etc., and listed their features.

Drama

Students explored the art of 'Physical Theatre'. They had various learning engagements that helped the students in improvisations, and scene-work related to physical theatre.

They also learned the vocabulary related to physical theatre. Students were given opportunities to work in pairs, groups, and individually to develop their skills.

Music

Students did vocal exercises with syllables and vowels. They inquired into different combinations of musical notes in both the Indian and Western.

Dance

Students explored awareness of the body in space to objects, body zones, and body bases which includes moving different parts of the body. Students regularly practiced body warm-up, body stretching, and basic movements of dance which helped them to perform a high range of movements.



Learning and Teaching – This Month

Hindi

Students shared their understanding of the story of Ekanki. They sorted the adjectives into four categories. Students wrote informal letters. They read the Ekanki. They identified verbs and adjectives from the Ekanki. Students read a story and defined the new words. They identified idioms and connected them with real-life examples.

Spanish

Students continued to learn to express their likes, dislikes and wants in Spanish. They also learned the conjugation of “Tener, cumplir and to express time. Students explored adverbs of frequency.

Telugu

Students read Ekankika and they learned adjectives. They also wrote an informal letter to their friends about Alluri Sita Rama Raju. Students also learned about types of adjectives.

French

Students continued to learn to ask and express their likes, dislikes, wants, etc. related to food. They also learned to express time and adverbs of frequency.

PE

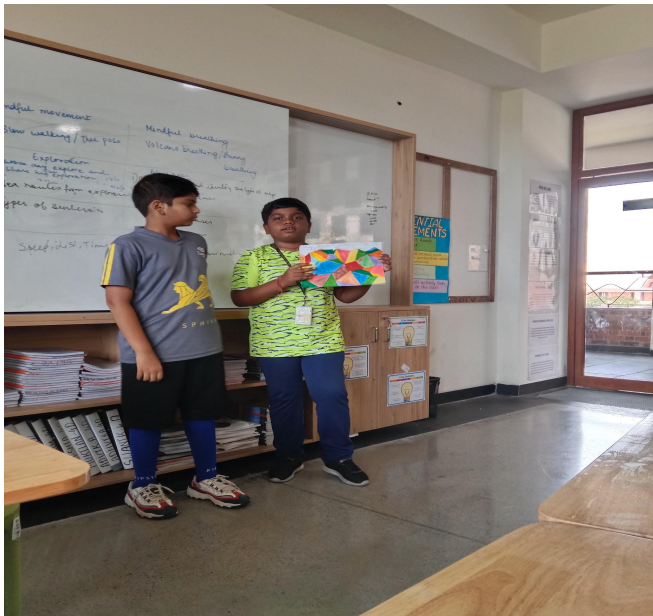
Students explored and practised the starts and finishing of the sprint and middle-distance events. Students practiced the stance of the long jump which helped them to learn to take the approach run, take-off, and landing.



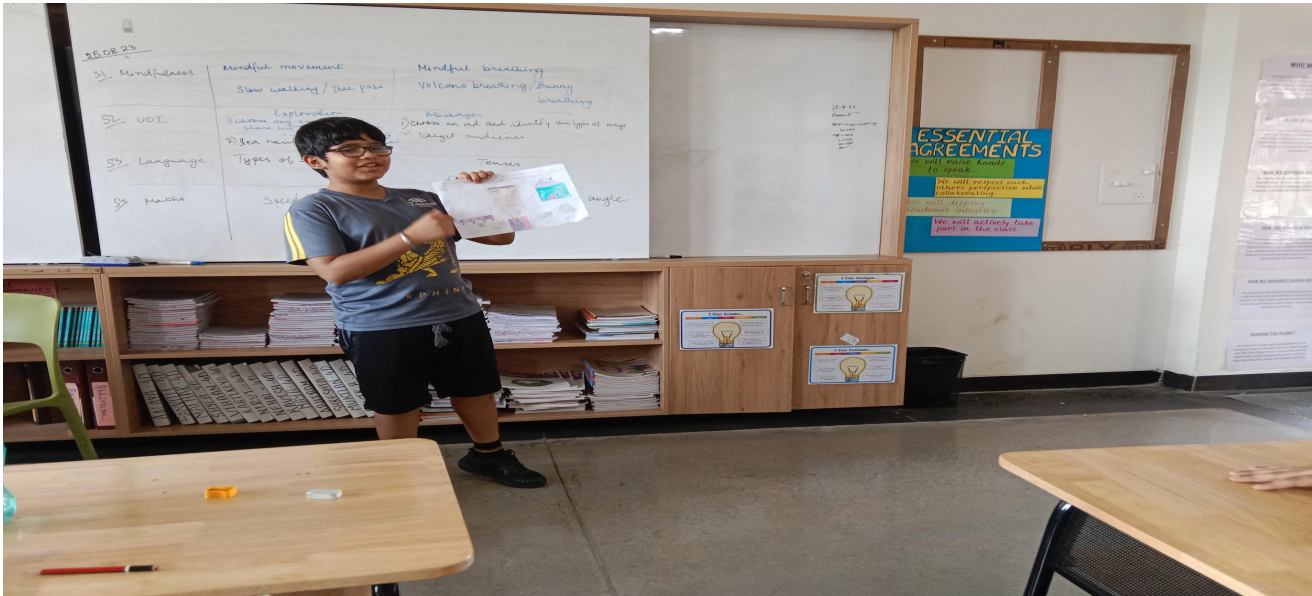
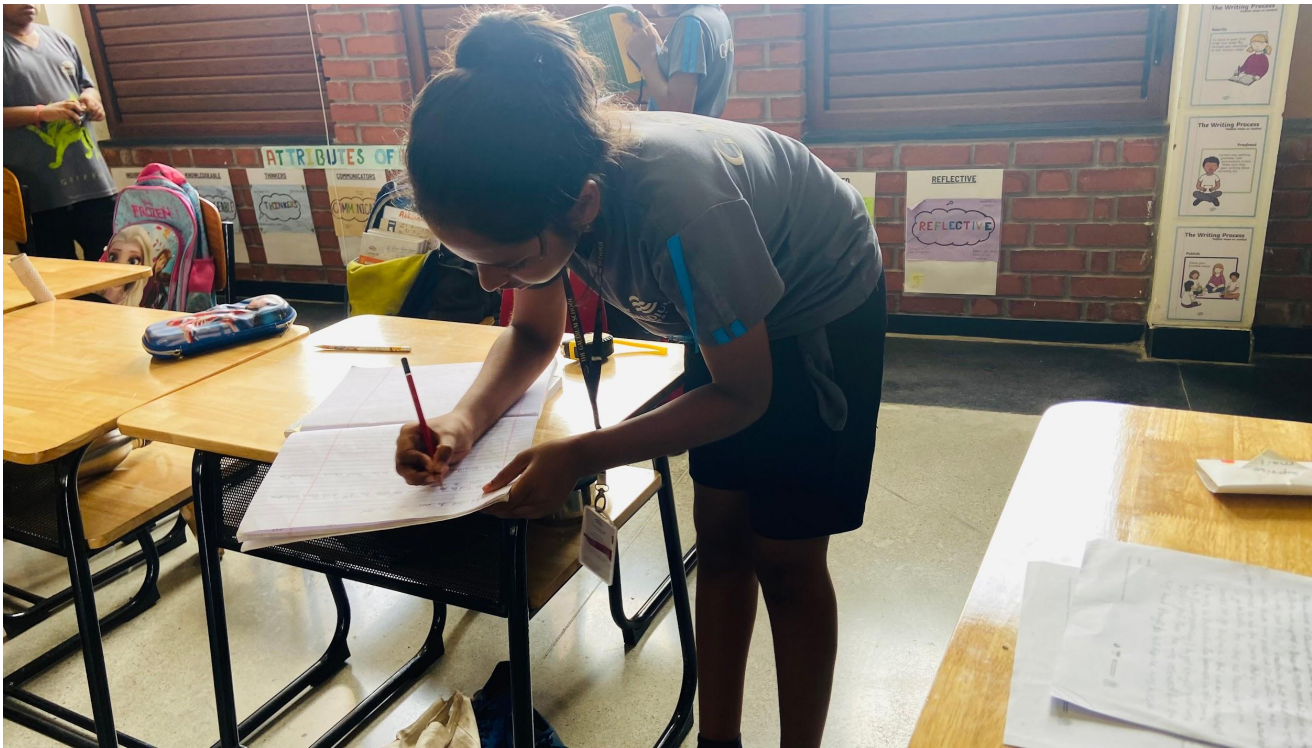
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Unit of Inquiry:

5B,5C,5D,5E,5G,5H,5J,5K,5L

Transdisciplinary Theme:

How the world works

Central Idea:

Understanding of scientific knowledge is constantly evolving and has an impact on people's lives.

Lines of Inquiry:

- Causes of advancement in scientific knowledge and understanding
- The role of technology in scientific understanding
- The effects of scientific advances on people and the environment

Key Concepts:

Change, Connection, Responsibility

IB Learner Profile:

Thinkers, Risk-takers,
Knowledgeable

Unit of Inquiry:

5A,5F,5I

Transdisciplinary Theme:

Sharing the planet

Central Idea:

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

Lines of Inquiry:

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

Key Concepts:

Causation, function, Responsibility

IB Learner Profile:

Balanced, Open-minded, Thinkers,
Communicators



Learning and Teaching – Month Ahead

Unit of Inquiry

5B, 5C, 5D, 5E, 5G, 5H, 5J, 5K, 5L

Students will inquire about the meaning of science, scientific knowledge, and characteristics of scientific knowledge.

They will co-construct the definition of knowledge and scientific knowledge. They will also discuss “Why does science matter to me?”

Students will continue their research on the causes of advancements, the importance of technology, and the impacts of scientific advancements. Later, they may connect it to the role of technologies in various sectors such as agriculture, medicine, entertainment, space, transportation, energy, military, education, etc. Through the advancements in different fields, students will conclude that advancements in technology have positive and negative impacts both on people and the environment, and through this inquiry, they will connect it to the related concept of Ethics. Students will co-construct their end-of-unit assessment task and rubrics to assess their learning of the unit.

Transdisciplinary Language

Students will make transdisciplinary connections with fact and opinion, predictions and inference, report writing, and procedural writing. They will learn the structure and purpose of report writing. They will also explore the scientific reports while discussing various advancements. Students will further practice writing reports and paragraphs.

Students will co-construct the spelling list which will help them to enrich their vocabulary and excel in their reading and writing.

Transdisciplinary Math

Students will make connections with probability while discussing scientific processes, as scientists make predictions and check the possibilities of scientific theories. They will learn to test the probability of any event and make conclusions. Students will practice problems on the same. They will inquire about the difference between volume and capacity.



Learning and Teaching – Month Ahead

Unit of Inquiry

5A, 5F, 5I

Students inquired the causes of conflict under the transdisciplinary theme – Sharing the planet. Students will frame the common definition of conflicts and listed down the types of conflicts. They will research the various causes of conflict.

Students will also inquired into the purpose of human rights and equity. Students will explore the various strategies used to resolve conflict and the consequences.

Students will connect to the UNSDG during the homeroom discussions and revisited the UN Sustainable Goals and Design Thinking Process.

Students will discuss the problems that they faced while experiencing conflicts in their life /peers /friends and will find the solutions to the problem through design thinking process.

Transdisciplinary Language

Students will connections with fact and opinion, cause and effect debate, report writing, and reading comprehension. They will learn the structure and purpose of report writing. 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.

Transdisciplinary Math

Students will make connections to problem- solving while discussing various strategies used to resolve conflict. They will practise solving math problems.

During their research they will make connections with data handling, fractions and balancing equations.



Learning and Teaching – Month Ahead

Spanish

Students will learn to describe weather conditions in Spanish. They will conjugate AR, IR, and ER in Spanish.

French

Students will learn to describe weather conditions in French. They will learn conjugation. They will also learn the “IR” -regular verb conjugations.

Telugu

Students will learn idioms through a story and discuss the importance of writing formal letters. They will practice letter writing.

Hindi

Students will be shown the format of a formal letter. They will read different formal letters. Students will explore the importance of letter writing and the format of letter writing. They will also write formal letters.

Visual Arts

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

Dance

Students will continue to explore awareness of the body in space to objects, and body zones, which includes moving different parts of the body.

Students will practice body warm-up, body stretching, and basic movements of dance which will help them to perform a high range of movements (locomotors- and non-locomotors).

Music

Students will explore musical instruments and parts of modern symphony orchestras. They will continue practicing vocal exercises.



Learning and Teaching – Month Ahead

Drama

Students will continue to learn about 'Physical Theatre'. During these lessons, students would gradually make a shift towards making a performance using physical theatre and thus they would start by creating their own stories through collaborations. They will learn improvisations of the scene-work.

PE

Students will explore and research about shot put. They will perform the stance of the shot put in which they will learn holding of the shot put, footwork, and execution after throwing the shot put.



Happenings Month Ahead

Events	Date
Gandhi Jayanti	2 nd October 2023
Field Trip -Grade 5 (B, C, D, E)	5 th October 2023
Field Trip- Grade 5 (G, H, J, K, L)	6 th October 2023
International English Olympiad (IEO)	12 th October 2023
Autumn Break	14 th October 2023 to 25 th October 2023
School Reopens	26 th October 2023

Our website:

<https://www.thegaudium.com/>

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

Facebook : For daily updates please like the page.

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

