



PRISM

Grade 5
October and November - 2023

Message from the Head of School – IB PYP

Greetings!

In this edition of the newsletter, I share with you 2 short stories !

Story 1-

A small boy found a cocoon on a leaf and decided to take it home. For days he carefully observed his treasure and not long after, he watched as a small butterfly began to chew his way out of the cocoon.

The butterfly struggled and struggled, but after much effort, it only partially emerged from the cocoon. After a while, the boy determined that something must be wrong because the butterfly appeared stuck and did not seem to be able to escape the cocoon. With compassion, the boy helped the butterfly by carefully tearing the cocoon a little to enlarge the hole and free the butterfly. The butterfly did emerge but its body was bloated and its wings were shrivelled and useless. The wings remained shrivelled and after a short time the butterfly collapsed. The boy asked a friend, who was a biologist, to explain what had happened to the butterfly.



The biologist explained that this struggle to emerge from the cocoon pushed the fluid from the butterfly's body into the capillaries and into its wings, completing the butterfly's transformation. When the cocoon was artificially cut open, the butterfly did not struggle and thus never developed functional wings. In attempting to help the butterfly, the boy had inadvertently harmed it.

Acknowledgement-

<https://sharonelby.com/resilience/remembering-the-importance-of-grit-and-resilience-through-this-story/>



Message from the Head of School – IB PYP

Story 2-

The Yarlung Tsangpo river is known as the roof of the world and is the highest river in the world. The river is often called as the “Everest of Rivers” because of its extreme conditions and lofty elevation. The average elevation being about 4000 meters, Yarlung Tsangpo starts from the Angsi Glacier in Tibet and runs across Tibet, India and then meets The Bay of Bengal. It has to navigate its way through multiple mountain ranges. While leaving the Tibetan Plateau, the river forms the world’s largest and deepest canyon, **Yarlung Tsangpo Grand Canyon** which is much longer than the Grand Canyon. The Yarlung Tsangpo is certainly one among the most unusual and inspiring rivers of the world. The river is stronger than the mountain. The way of the river, ever searching, ever flowing, always finds its path around the obstacle. In the flow of the river one can observe its true strength.

Acknowledgement- <https://healingforest.org/2020/07/24/resilience-examples-stories/>

Grit and resilience are related to our wellbeing, academic success, and quality of life. Obstacles, challenges, and risks are part of life. So when we see children struggling to learn a new sport or skills or dealing with challenging tasks, resist the urge to assist them. Instead, encourage them not to quit because of the discomfort, but develop the confidence needed to confront challenging situations. We must allow our children to take on challenging tasks and activities that require discipline to accomplish. This would help them learn what it takes to be focused and be determined to find solutions to whatever difficult situation they face as they grow up. Let us be a supporting coach to our children and guide them in building their self-efficacy and self-motivation in doing challenging tasks. Resilience is a belief in oneself and a determination that adversity does not one but moves towards a goal.

On this note, I look forward to seeing you at the Annual Sports Day this month where our students will participate in events to ensure that they are future ready for all challenges!

Thank you once again for being our partners in the learning journey of our students!

Warm regards,

Anjalika Sharma



Message from the PYP Coordinator's Desk

The more I learn about the IB PYP programme, the more I admire its philosophy. Each element of the IB PYP programme is unique and helps us to become a global citizen. Programme has three important pillars, 'The Learner, The Learning and Teaching and The Learning Community'. One of the important elements of learning and teaching is 'Assessments'. Most of the time unknowingly, we interchange the word assessment with exam, however they both are different. Like exams, neither assessments in IB PYP are for judging or grading the students, nor they are a one-time event planned at term end; in-addition it is an ongoing process and can take place any time in our everyday learning journey. They are collaboratively designed by teacher and students. Students are involved in constructing learning goals and success criteria. Assessment is a time for our students to pause and reflect on their learning. They learn to identify their strengths and areas of improvement. This helps them to become self-regulated learners. They learn to identify the ways to achieve the desired outcomes.

PYP assessments have four dimensions: monitoring, documenting, measuring, and reporting on learning.



Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner...



Message from the PYP Coordinator's Desk

As mentioned earlier, PYP assessments are ongoing. Teachers monitor their students throughout not only on the subject knowledge, at the same time how are they demonstrating and developing approaches to learning, how students apply their conceptual understandings and the students' ability to make connections across subjects and to apply skills to construct new knowledge.

Observation is the key while monitoring the student's learning. Observing students in various settings helps the teacher to understand the student's needs and their response to various situations. Here I would like to share my personal experience with one of my students, who used to struggle with numbers, at the same time his curiosity to find something new was such that he was always inquiring and gathering information. He was one such student in the class we all used to rely on for any kind of information we needed. Monitoring this student helped me to understand this child better and not to judge him only on his academic achievements. Having said that nowhere I mean to say that subject knowledge is not important, in addition I would like to say that subject knowledge is one of the many criteria for assessment. Being a parent, you are partner with us in student's learning. Therefore, it is essential for us to understand what success looks like to an individual student.

When we share our report cards, like you pay attention to the subject strands, we urge you to pay the same attention to profile attributes and approaches to learning as well. These elements are equally significant for our students to demonstrate and develop in order for them to grow as global citizens.

Source: PYP: from Principles into Practice – Learning and Teaching – Assessment

Happy Learning and Teaching

Thank you for reading

Warm Regards

Meera Chhabria (Primary Years Programme Coordinator)



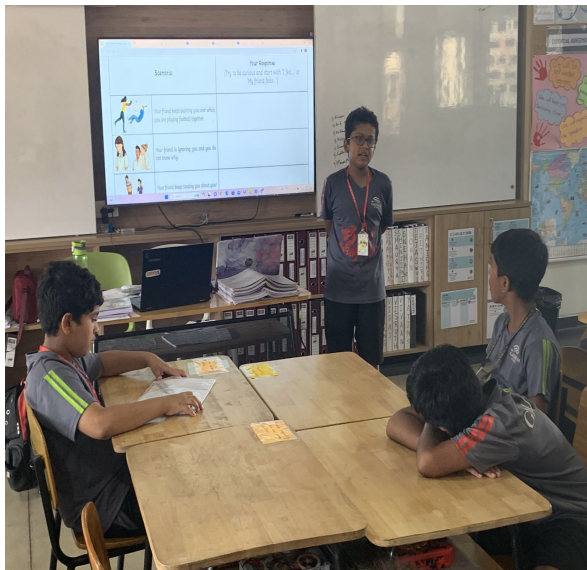
School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. They practiced different breathing exercises like rainbow breathing, back to back breathing, popcorn breathing. They also explored how to control emotions and how to move from 'defense zone' to emotionally stable zone'.



Students have been practicing meditation techniques to calm themselves down and relax during their everyday routine.



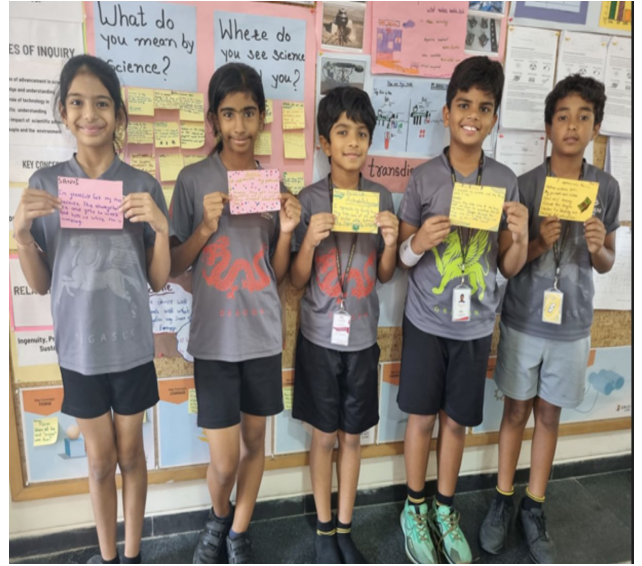
Well-being sessions about social awareness and behaviour management were conducted by the school counsellors. Students discussed methods and ways of anger management and conflict resolution.

School Philosophy – 5 Developmental Pillars

Core Values

The core value for the month, 'Gratitude' was inculcated in various ways. Students discussed the meaning of Gratitude. They shared that gratitude means "appreciation and acknowledgment" - we acknowledge what we have and appreciate the efforts.

Students watched stories and discussed the importance of appreciation and acknowledgment. They created appreciation cards and understood the importance of gratefulness. Students were given different scenarios that involved showing or receiving appreciation, they were engaged to perform role play for the same.



Holistic Excellence

The core value for the month, 'Gratitude' was inculcated in various ways. Students discussed the meaning of Gratitude. They shared that gratitude means "appreciation and acknowledgment" - we acknowledge what we have and appreciate the efforts.

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School Philosophy – 5 Developmental Pillars

Global Leadership

Students continued conducting their weekly assemblies as part of the global leadership.

The Gaudium School believes that students should become global citizens while retaining traditional values. Keeping this in mind, all the important national days, and festivals are celebrated in the school through celebrations and special assemblies. The essence of the festival or the special day is portrayed through dance, music, mime, role play, and audio-visual presentations.



Students made choices, reviewed essential agreements, and co-constructed assessment tasks. They took ownership of their learning by setting their learning goals, sharing their reflections, and identifying areas of strength and improvement. Students shared their understanding of the Leadership Capabilities.

Students connected their learning to UN SDG – 3 (United Nations Sustainable Development Goals) – Good Health and Well-being, UN SDG-9 (Industry, innovation, and Infrastructure) while discussing the various problems related to scientific advancements during their design thinking process.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

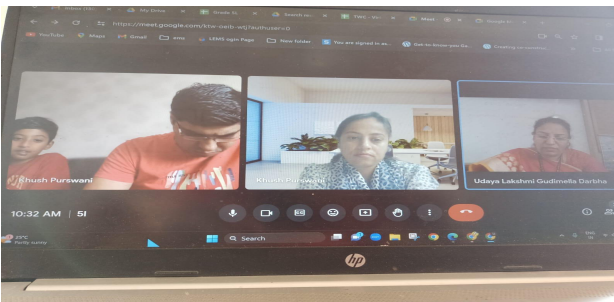
Farmers' Market 2023 was an outstanding success. This tradition showcased the unwavering enthusiasm and dedication of our students in both planning and execution. Centered on the theme of Vasudhaiva Kutumbakam – the world as one family – the event aimed to educate and inspire students about the interconnectedness of the world and its alignment with the Sustainable Development Goals (SDGs).

The day was filled with spectacular performances, including flash mobs, thought-provoking nukkad natak, rhythmic gymnastics, and soul-stirring music at the Rangmanch. Each act contributed to the grandeur of the event, focusing on 'G20 Leadership,' the SDGs, and the International Year of Millets, thereby reinforcing our school's five developmental pillars of 'Nurturing Togetherness' and making a positive impact on the world.



Children's Day was a day filled with joy, laughter, and vibrant celebrations, dedicated to honoring the spirit of childhood. On this special occasion, the school campus transformed into a playground of happiness, embracing the enthusiasm and innocence that defines the essence of being a child.

The Three-Way Conference (TWC) helped the parents to meet the teachers and reflect on their child's academic journey in the first term and shared specific inputs to help us progress further. It emphasized the importance of a collaborative approach to education, where students, parents, and teachers work together to create a supportive learning environment. Students shared their goals with their parents and respective teachers.



Professional Development

A PD session on IB Programme Standards and Practices was facilitated by Ms. Meera Chhabria, PYP Coordinator. As a team we all read this document, which is the foundational set of principles for schools. IB ensures quality and fidelity through the implementation of the programmes. The suite provides critical information for the planning, implementation, development, and evaluation of all International Baccalaureate® (IB) programmes.

The standards are general principles that lie at the heart of being an IB World School, while practices are further definitions of the standards that include references to implementation. The programme standards and practices are organized into four overarching categories: purpose, environment, culture, and learning.

Purpose - Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Culture- Schools develop, implement, communicate, and review effective policies that help to create a school culture in which IB philosophy can thrive.

Environment - develops a learning environment sustained by effective structures, organizational practice and resources.

Learning – It creates student learning experiences of the highest quality possible.

At the end of the session, the team reflected on their reading as well as discussions to deepen their understanding of the programme.

Learning and Teaching – This Month

Unit of Inquiry

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- causation
- The role of technology in scientific understanding- connection
- The impact of scientific advances on people and the environment- perspective

Key Concepts

Causation, Connection, Perspective

IB Learner Profile

Risk-takers, Reflective, Knowledgeable, Caring, Balanced

Grades : 5B to E, 5G & 5H, 5J to L

Students inquired into the causes of advancements, the importance of technology, and the impacts of scientific advancements. They had various learning engagements to know the role of technology in detail. Students further inquired into the advancements in the field of science. Further, they identified and listed the causes of advancements in science and technology.

Later, they connected it to the role of technologies in various sectors such as agriculture, medicine, entertainment, space exploration, transportation, energy, military, education, etc.

Through the advancements in different fields, students concluded that advancements in technology have positive and negative impacts both on people and the environment, and through this inquiry, they connected their learning to the related concepts.

Through design thinking, students tried to define the problem and listed down all the possible solutions until they found an appropriate solution that could address the root cause.



Learning and Teaching – This Month

Transdisciplinary Language

Students explored inference and prediction while discussing scientific methods. They read passages and tried predicting what was going to happen next.

Students connected to report writing wherein they learned information report and newspaper report writing. They practiced writing information reports, read newspaper articles, and identified features of the report.

Transdisciplinary Math

Students continued doing mental Math every day to revisit the concepts learned earlier. They practiced sums on patterns and word problems.

Students learned how to find the value of unknown variables through algebraic expressions and probability. They then connected their learning to fractions and decimals.

Students practiced word problems on fractions, finding LCM and HCF.

Exhibition

Students revisited the importance of the PYP Exhibition and discussed the important features. They also revisited the roles and responsibilities and the central idea. Students finalized the central idea and discussed the importance of maintaining the student journal.

Later they worked in their respective groups to frame the lines of inquiry, key concepts, and related concepts. Students continued to read various newspaper articles.



Learning and Teaching - This Month

Unit of Inquiry:

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:

- Causes 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

Students inquired about the causes of conflict under the transdisciplinary theme of sharing the planet. They framed the common definition of conflicts and listed down the types of conflicts. They researched the various causes of conflict such as misunderstanding, personality clashes, lack of cooperation, etc.

Students inquired into the purpose of human rights and equity. They learned various strategies used to resolve conflict and the consequences. Students were able to connect to the UN SDG during the homeroom discussions and revisited the UN Sustainable Goals and Design Thinking Process.

Students discussed the problems faced while experiencing conflicts in their lives/with their peers /friends and have started their design thinking process.



Learning and Teaching - This Month

Transdisciplinary Math:

Students made connections with problem-solving while discussing various strategies used to resolve conflicts. They made connections with 'equations' while inquiring about equity and equality.

Students made connections with fractions, percentages, and decimals while discussing different types of conflict. They inquired about frequency distribution to find out the most common conflict people face during the homeroom discussions.

Transdisciplinary Language:

Students continued the weekly spelling assessments and co-constructed the same to enrich their vocabulary. While inquiring about the causes of conflict students understand how an argument leads to conflict and thus made a connection with argumentative text and essay. Students connected to debate during the homeroom discussions.

While inquiring about the causes of conflict students understood how an argument leads to conflict thus making a connection with argumentative text and essay. Students researched about argumentative writing and understood that it is a text where the writer is either 'for' or 'against' an issue or subject.

Spanish:

Students learned and practiced new vocabulary, and had comprehension tasks related to different topics using adjectives, regular and irregular verbs, and professions. They inquired into "ER, AR, IR" verbs concept and how to use them to express their sentences related to nationalities, and countries. Students revisited irregular conjugation like "Tener, Ser and started to learn the "boot" verbs concept (cerrar, servir, acostarse).



Learning and Teaching - This Month

French

Students learned past time vocabulary using jouer au/ à la/a l'/aux with games and jouer du/de la/ de l', des with instruments. They learned faire conjugation with du/de la/ de l'/ des to express other activities and "aller" conjugation with au/ à la/ à l'/ aux to express the destinations.

Hindi

Students had various learning engagements related to letter writing. They did the recap of formal and informal letter writing and discussed the importance of the same. Students wrote a formal letter of their choice such as the need for more resources, class picnics, etc. They were also introduced to Premchand stories that include Namak ka Daroga," "Edgah," "Budi Kaki" and "Edgah". Students read "Edgah" story in detail and shared their perspectives. To understand the author in detail, students watched a video to enhance their understanding.

Students connected to facts and opinions and had learning engagements related to the same and shared real-life examples. Students framed questions based on the stories and answered them in detail. They noted down the new vocabulary words and found the synonyms and framed sentences.

Telugu

Students had learning engagements related to letter writing. They discussed the criteria for writing a formal letter. Students were introduced Rāvūri Bharadvāja, the award-winning Telugu novelist, short-story writer, and poet.

Students read the story and found synonyms and antonyms for the new words. They shared their reflections and the attributes of the learner profile that they had developed.



Learning and Teaching - This Month

Dance

Students inquired into the importance of body awareness - awareness of the body in space to objects, whole body movements, and body bases. Students started learning a few steps for the Annual Sports Day performance.

Drama

Students learned and demonstrated skills related to the physical theatre. They learned about movement, control, balance, trust, responsibility, flexibility, rhythm, and how to use music and sound in their performances. They discussed stories from literature that they could finalize to create their performance. Students discussed and shared stories from different countries followed by their reflections.

Music

Students have immersed themselves in pitch perfection through vocal exercises. Stability, movement, and flexibility of the voice are the three stages of vocal exercise. In the first stage, they stabilized their voice through breath control and the use of vowels. Students practiced different combinations of musical notes in different tempos for the movement of voice. At last, they sang musical notes with vowels to get flexibility in their voices. Students engaged in learning the permutation and combination of musical notes and implemented them in their vocal exercise.



Learning and Teaching - This Month

Visual Arts

Students researched about still life art and the artist's style. They observed the art from different media, discussed the features, and worked on their chosen art form. Students defined the words- still life, and object drawing. They wrote their interpretations and shared their perspectives.

Students created artwork of nature / natural scenes that they observed around followed by sharing their reflections. They developed the attributes of the learner profile "Thinkers and Reflective" and demonstrated the approaches to learning (ATL) - exchanging information in communication skills. They co-constructed their assessment task, tool, and criteria in their respective groups.

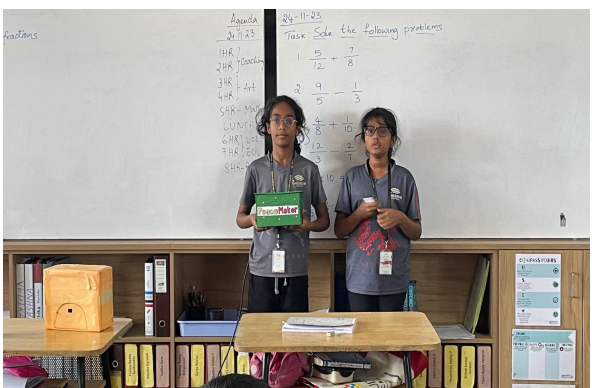
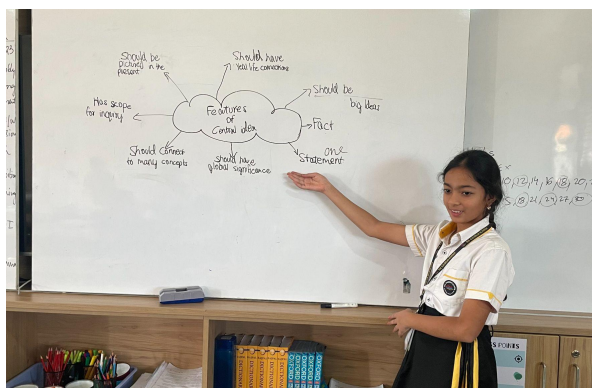
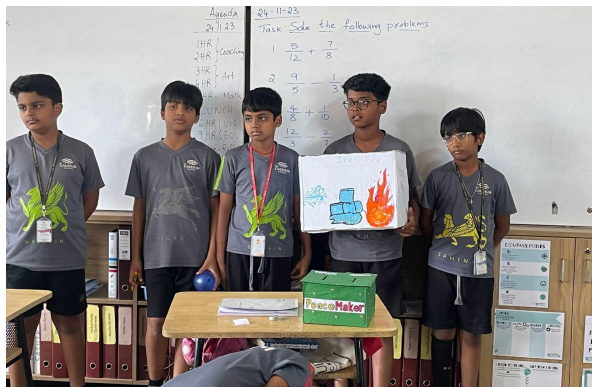
Students worked with animal sketches. They looked at different animal drawings, observed the techniques, and shared their understanding during the discussions. Students created artwork of selected reference photographs, practiced step-by-step drawing, and self-reflected on their learning. During the learning engagements, students demonstrated the ATL - exchanging information in communication skills and organizing skills in self-management skills.

PE

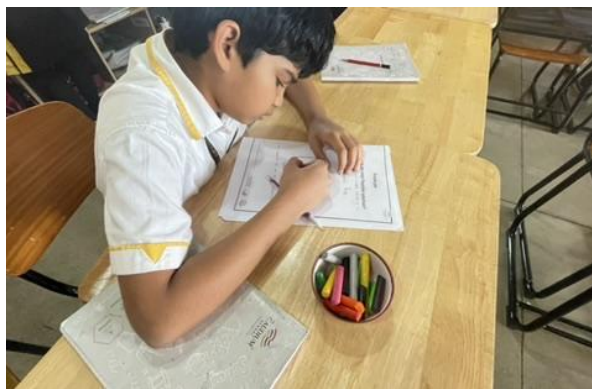
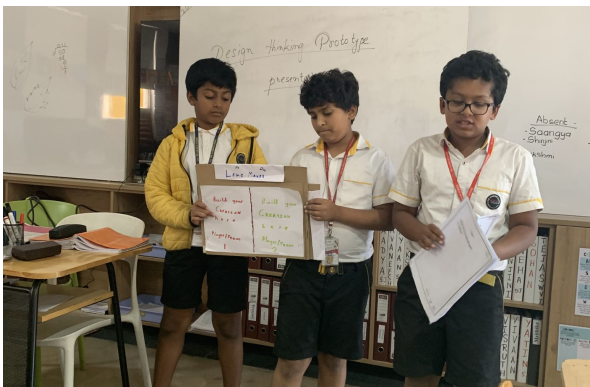
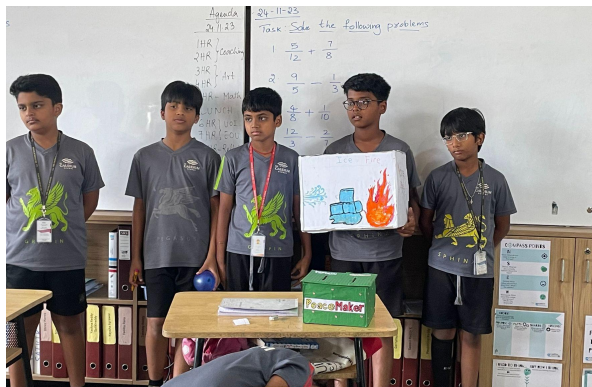
Students continued to explore, and experience shot put. They participated in learning engagements - the stance of long jump, holding of the shot put, footwork and execution after throwing shot-put.



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Unit of Inquiry:

5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5L

Transdisciplinary Theme:

How we organise ourselves

Central Idea:

Government systems influence the lives of citizens.

Lines of Inquiry:

- Functions of government systems
- Ways decision making practices reflect human rights
- Impact of government on citizenship

Key Concepts:

Function, Perspective, Responsibility

IB Learner Profile:

Thinkers, Knowledgeable, Open-Minded

Unit of Inquiry:

5K

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

5A to 5J & 5L

Students will be inquiring about different types of government systems around the world under the transdisciplinary theme 'How we organise ourselves'. They will inquire further into types and functions of the government systems; the ways decisions are made and their reflection on human rights and the impact of government on its citizens.

Unit of Inquiry

5K

Students will be inquiring about the causes of conflict under the transdisciplinary theme "Sharing the planet". They will frame common definition of conflicts and list down the types of conflict. They will research the various causes of conflict such as misunderstanding, personality clashes, lack of cooperation, etc.

Students will inquire into the purpose of human rights and equity, and the various strategies used to resolve conflict and the consequences.

Transdisciplinary Math:

Students may connect to 'equations' while inquiring about equity and equality. They may also connect to problem-solving while discussing various strategies used to resolve conflicts.

Students will make connections with the Indian and International place values. They will list down the place values, face values, expanded form, successor, and predecessor of the Indian and International number systems. Students will be given opportunities to connect to currencies during the homeroom discussions.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will continue with the weekly spelling assessments and co-construct the same to enrich their vocabulary. While inquiring about the causes of conflict students will understand how an argument leads to conflict and thus make a connection with argumentative text and essay. Students may connect to debate during the homeroom discussions.

While inquiring about the causes of conflicts, students may understand how an argument leads to conflict thus making a connection with argumentative text and essay. Students will research argumentative writing and understand that it is a text where the writer is either ‘for’ or ‘against’ an issue or subject.

Students will continue with newspaper report writing and identify the features of a newspaper. They will discuss and reflect that newspaper articles should include facts, have an informative headline, and provide quotes to show people’s opinions about the event. They will be able to connect to fact and opinion and cause and effect during the homeroom discussions.

Students may connect to letter writing, and direct and indirect speech while inquiring about the fundamental duties and responsibilities of the citizens.

Spanish

Students will continue to learn “boot” verbs with some activities and the different weather or season expressions. Students will learn and explore present continuous tense conjugation, vocabulary related to Christmas, and songs.

French

Students will continue to learn how to express their free time activities through reading, presenting, listening, and answering. They will co-construct the task, criteria, and tools for their ongoing assessments.

Telugu

Students will inquire more about the author Rāvūri Bharadvāja and read his stories. They will identify the facts and opinions and share their perspectives. Students will have their spelling assessments.



Learning and Teaching – Month Ahead

Hindi

Students will listen to the poem "Vah Kadam Ka Ped" by Subhadra Kumari Chauhan, fostering a connection to nature. They will analyze the purpose and comprehend the circumstances. Students will watch a video of the poet "Subhadra Kumari Chauhan" and inquire about her life gather more information and share perspectives with their peers. Students will share their learning and express their thoughts by writing a paragraph or essay on the nature/childhood themes. They will co-construct the checklist for their poem recitations and recite the same followed by their reflections.

Visual Arts

Students will research the anatomy of animal sketching and human anatomy art and the artist's style. They will observe the sketches of different animals and human anatomy in different media and discuss the features. Students will work on their chosen art form.

PE

Students will start their inquiry related to football. They will engage in passing the football in which they will learn push-pass in triangle and square shapes, receiving, kicking inside of the foot, and execution after kicking.

Drama

Students will continue learning about 'Physical Theatre'. They would choose one story or create their own story using their imagination and start rehearsing it followed by sharing their reflections.

Dance

Students will inquire into locomotor movements- walk, run, skip, jump, non-locomotor movements – bend, turn, twist, and use of patterns for dance choreography. They will continue to practice the steps for their Annual Sports Day.

Music

Students will learn the basics of staff notation system and time signature. They will learn the staff, Treble clef, and Bass clef. Further, students will explore note values, encompassing Whole notes, Half notes, Quarter notes, and Quavers. Through the help of the staff notation system, they will learn to read and sing the song " Our Land". This song is based on peace and harmony.



Happenings Month Ahead

Events	Date
National Science Olympiad (NSO)	5 th December 2023
International Math Olympiad (IMO)	14 th December 2023
Annual Sports Day (Grades 2 – 5)	22 nd December 2023
Winter Break	24 th December 2023 to 2 nd January 2024
School Reopens	3 rd January 2024

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.

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