



P R I S M

Grade 5
December-2023

Message from the Head of School – IB PYP

Dear Parents,

Wishing you all a Happy New Year filled with many successes and continued progress. During the winter break, I hope you had the chance to spend time with friends and family. I certainly did spend some time reflecting on 2023 and at the same time thought about the work and opportunities that lie ahead in 2024.

The successes of our student led conferences, three way conferences, assemblies, Sports Day, to name a few of the events, have reconfirmed our firm belief in holistic excellence, values, stakeholder engagement, well-being and leadership for all! Challenges will always be there but we must come together to ensure that our students exhibit perseverance and grit at all times and succeed to achieve excellence.

Today, I share with you my all-time favourite story of a father and a daughter!

Once upon a time a daughter complained to her father that her life was challenging and that she didn't know how she was going to make it. She was tired of struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. His daughter, impatiently waited, wondering what he was doing.



After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl.

He then ladled the coffee out and placed it in a cup. Turning to her he asked, "Daughter, what do you see?"

"Potatoes, eggs, and coffee," she hastily replied.

"Look closer," he said, "and touch the potatoes." She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

Message from the Head of School – IB PYP

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which are you,” he asked his daughter. “When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?”

Adapted from

<https://www.4recruitmentservices.com/blog/2017/08/15-motivational-and-inspiring-short-stories?source=google.com>

We have an exciting year ahead, filled with opportunities for growth, learning, and personal development. We will continue working on reviewing and reflecting on our curriculum to further enrich it with innovative teaching methodologies and add deeper focus on developing critical thinking and problem-solving skills. In addition to the academic aspect, we deeply value the partnership between our school and families. We view our relationship as a collaborative effort, and together, we can provide the best possible education for our children.

As we continue to come together for learning, growth, and discovery, let us foster a sense of unity, respect, and understanding, building strong relationships and a supportive network to create an environment where students can thrive both academically and personally.

Once again, wishing you happy New Year-2024. We look forward to working together to make this a memorable and successful year for our learners.

Warm regards,

Anjalika Sharma

IB PYP Head of School



Message from the PYP Coordinator's Desk

Dear Parents,

Wishing you all a very Happy New Year!

Empowering Young Minds: The Key to Lifelong Success

At the heart of the PYP curriculum is the fundamental belief that students are not just recipients of knowledge but active agents and partners in their educational journey. This shift in perspective sets the stage for student agency—a concept rooted in the cultivation of a robust sense of identity and self-efficacy. Self-efficacy, the individual belief in the capacity to act effectively, becomes the driving force behind achieving specific goals.

PYP students with agency embody qualities of initiative and a profound sense of responsibility. These young minds take ownership of their learning goals, charting their own paths to success. The commitment to nurturing student agency at The Gaudium School is evident through various strategies designed to empower students.

Establishing a Respectful and Welcoming Culture:

Essential agreements, designed collaboratively, foster an emotionally safe and respectful environment within our classrooms.

Setting up Learning Spaces: Actively involving students in the design of their learning spaces is a proactive measure. This not only fosters a sense of ownership but also enhances awareness of the resources required for accelerated learning.

Making Decisions About Learning: Empowering students to play an active role in co-constructing success criteria for assessments and choosing appropriate tools for self-designed assessments instills a sense of control over their learning journey.



Voicing Opinions with Facts: An integral aspect of becoming self-directed learners is the ability to articulate opinions with supporting facts. This practice enhances critical thinking and become independent learners

Providing Critical Feedback: A culture of feedback is nurtured among students, allowing them not only to receive constructive feedback at the same time, also to provide forward-looking guidance to their peers. This collaborative environment promotes lifelong learning.

Reflecting on Learning Goals: Reflection is key in the learning process, This practice equips students with insights needed to strategize and achieve their goals.



Message from the PYP Coordinator's Desk

Ways to nurture 'Student Agency' at home:

Set Goals : Encouraging children to set academic or personal goals fosters awareness and self-management skills. Setting clear steps to work towards these goals, such as dedicating 15 minutes a day to reading for improved reading skills.

Reflect and Revise: Regularly checking in on a child's progress towards their goals instills ownership and provides opportunities for lifelong learning.

Passion Projects: A passion project can be on anything a student is interested in. Maybe they want to learn to cook, paint or learn a sport e.g., football. Giving children opportunity to choose their own project helps them set goals and take ownership of their own learning

Ask for Opinions: Involving children in decision-making processes, such as choosing movies or holiday destinations, contributes to their sense of agency and autonomy.

Allow Decision-Making: Providing children, the opportunity to make decisions wherever possible, like choosing their attire for a friend's birthday party, nurtures independence and decision-making skills.

I conclude by emphasizing the transformative impact of agentic learning within a supportive learning community. Students who embrace agency develop critical and creative thinking skills, perseverance, independence, and confidence. This holistic approach to education shapes students into global citizens who make thoughtful considerations and decisions, prioritizing relationships, dialogue, and respect for one another.

In essence, the journey towards nurturing student agency is a collaborative endeavor between educators and parents. By empowering students to become active architects of their learning journey, we equip them not only with academic excellence but also with the mindset and skills needed to thrive in an ever-evolving world. As the torchbearers of education, let us continue to inspire and guide the next generation towards a future of limitless possibilities.

Source: https://resources.ibo.org/pyp/works/pyp_11162-51463?root=1.6.2.2.5.3

Happy learning and teaching

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 five-finger starfish breathing, hissing breathing, bunny breathing, mindful walking followed by their reflections.

Students practised deep relaxation, texture I can feel, and shared the benefits of the same.



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.

They practised ways to manage their anger and shared their reflections.

School Philosophy - 5 Developmental Pillars

Core Values

In the month of December, students enthusiastically embraced the value of gratitude by fostering self-appreciation through positive affirmations and sharing positive qualities of peers, expressing compliments, and showed appreciation to family and friends.

Students created thank-you cards for various school staff, parents and friends expressing gratitude for their invaluable assistance and care. They were engaged in meaningful discussions about the gratitude practices that has impacted them and the people around them.



Holistic Excellence

As a part of holistic excellence, students continued reading novels and shared their reflections. They learned new vocabulary. Regular life skills sessions were organised. Table manners and dining etiquettes sessions were conducted. Students practised and shared the importance of table manners and dining etiquettes. They learned to making salad sandwich in non- fire cooking session.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

On December 22nd, our young athletes from grade 2-5 showcased their talent, determination, resilience, sportsman spirit and team spirit in the Annual Sports Day.

The event commenced with March Past, on the rhythmic beat of the drumline and the unfurling of our school sports flag. Students walked with pride showcasing their essence of teamwork, discipline, and a shared sense of purpose.

From the track to the field, our students exhibited exceptional skills and determination in a variety of events. The sprints were a blur of speed, the relay races a testament to teamwork, and the drill reaching new heights.



Global Leadership

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

They continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps. Students developed and demonstrated ATL and learner profile attributes by participating actively in the assemblies.



Professional Development

Oxford Reading Tree(ORT):

The Oxford Reading Tree session was conducted by **Ms. Rowena Muttoo, Associate Coordinator – Early Years**. ORT programme helps students learn and love reading. It aims to develop the student's language rather than sticking to limited vocabulary. It includes phonics sounds and letters. Students are highly motivated to develop their reading and progress to the next level of books.

Reading is a developmental process that involves constructing meaning from text, helps students to explain their feelings, thoughts, and opinions, and provides opportunities to imagine themselves in another's situation. The team also discussed the importance of maintaining the reading logs followed by sharing their reflections.

Learner Agency:

The PYP team divided themselves into smaller groups and read the importance of implementing 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 wonder, and make choices to achieve their goals by sharing a few classroom examples.

Job-Alike Sessions:

Members of the PYP team had an opportunity to attend the PYP Hyderabad Network Job-Alike Sessions at **"The Aga Khan Academy"** and **"The Meridian International School"**. They shared their takeaways and reflections from the attended sessions.

Reading and writing: The reading and writing session was attended by **Ms. Sukanya, Grade 5 – Homeroom teacher** and **Ms. Saba Tabassum, Grade 1 – Homeroom teacher**. They shared the importance of reading and writing and word chain strategy. A word chain provides a structure which allows students to explore relationships among the words, understand how they can be used, and remember their meanings.



Professional Development

Play in Early Years: Ms. Soumya, Grade PP2 – Homeroom teacher, and Ms. Sudha, Grade Nursery – Homeroom teacher attended the session on play in Early Years. Play provides benefits for cognitive, social, emotional, and physical development for students from all socioeconomic, cultural, and linguistic backgrounds, and offers authentic opportunities for students to begin their exploration and development of the IB learner profile. Play is highly adaptive, involves choice, promotes agency, and provides rigorous opportunities to inquire into important concepts and personal interests. Teachers in the PYP early years support play by creating and maintaining engaging learning spaces, scheduling uninterrupted time for play in both indoor and outdoor spaces, monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups.

Technology Integration in Education: The technology integration in education was attended by **Ms. Smita Parikh, Grade 5 – Homeroom teacher, and Ms. Jyothi Bhatt, Grade 2 – Homeroom teacher.** They shared a few technology tools like Quick Draw, Auto Draw, Blobopera, Magic Switch, Magic Studio, Magic Write, etc. with the larger team followed by a few learning engagements.

Action in PYP: The importance of action in PYP was shared by **Ms. Sri Lalitha Dasari, Grade 5 – Homeroom teacher, and Ms. Sailaxmi, Grade 2 – Homeroom teacher.** 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. They 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.



Professional Development

Programme Development Plan (PDP): The Programme development is the process a school engages in to strengthen the implementation of an IB programme or programmes(s) in their school. **Ms.Meera Chhabria, PYP Coordinator,** and **Ms. Nishita Mirpargar, Grade Level Lead (Grade 4)** attended the PDP sessions and shared a few of the chosen programme development plans of other schools followed by the reflections.

Well-being: The well-being session was attended by **Ms. Rowena Muttoo, Associate Coordinator – Early Years** and **Ms. Sweta Jangili, Grade 1 - Homeroom teacher.** Well-being aims to foster positivity in life by being aware and awake of our body mind and feelings which help us understand and accept ourselves and the world better. The well-being 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. They shared a few well-being techniques that can be implemented in the classrooms.

Inclusive Education: Our School counselor **Ms. Hadiya** and **Ms. Debolina, Grade 5 – Homeroom teacher** attended the session on inclusion. An inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community. They shared some of the best practices and strategies for dealing the students with different abilities followed by reflections.

Inquiry in Math: Students are encouraged to actively ask questions and participate in finding answers or solutions to problems. The inquiry approach helps students to make connections between different areas of knowledge, rather than by learning things in isolation. The inquiry in Math was attended by **Ms. Nusrath Jahan Grade 4 – Homeroom teacher,** and **Ms. Shakeeba Baig Grade 3 – Homeroom teacher.** They shared that the learning should be exciting and engaging and the tasks/problems/ scenarios/provocation that spark the interest of students so that they are motivated to solve the problems by stating various examples.

Learning and Teaching – This Month

Transdisciplinary Theme

How we organize ourselves

Central Idea:

Government systems influences the lives of citizens.

Lines Of Inquiry:

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

Key concepts:

function, responsibility,
Perspective

Related concepts: equality, citizenship, government, law, politics

Unit of Inquiry

Grades : 5A

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

Students identified and inquired into different government systems around the world.

Students discussed the similarities and differences between different government systems.

While conducting research students identified terms like equality, human rights ,politics and responsibilities.

They explored the meanings of terms and made real life connections.

Students shared the impacts of the decisions made by the government in local and global contexts.

They delved into the intricate relationship between decision-making practices, human rights, and the consequential impact of government decisions on citizens.

Students were able to conclude that government systems influences our life.



Learning and Teaching – This Month

Transdisciplinary Math

Students practiced mental Math every day to revisit the concepts and to develop their skills.

They made connections to Number systems, decimals and percentages while inquiring into different government systems.

Students derived formulas and methods to convert fractions to decimals and percentages. They identified the interconnectedness between fractions, decimals and percentages.

Students further connected to sets while exploring the decisions taken by the government and their impacts. They inquired into different types of sets and the purpose/ role of sets in organising data.

Transdisciplinary Language

Students continued to co-construct the weekly spelling list to enhance their vocabulary. They made transdisciplinary connections with newspaper report writing, notice writing, direct – indirect speech, active-passive voice while discussing the different functions of governments around the world.

Exhibition :

Students revisited the importance of the PYP Exhibition and discussed the important features. They finalized the central idea and lines of inquiry along with the key concepts and the related concepts. They further discussed the importance of maintaining the student exhibition journal. 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

Unit of Inquiry

Grade:5k

Students inquired about the causes of conflict under the transdisciplinary theme of sharing the planet. They framed common definition of conflict and listed down types of conflicts. They researched about 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 to be used to resolve conflict and their consequences. Students were able to connect to the UN SDG during the homeroom discussions and revisited the UN Sustainable Goals as well as 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 into 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.

Hindi

This month students were introduced to fact and opinion through the story Namak ka Daroga. They learned new words in story from the story 'Eidgah' and 'Namak ka Daroga'. Students further made connections to idioms and framed sentences using them.

Students read poems and explored the difference between each form of poetry. They concluded that different poems have different purpose.

Telugu:

This month students learned the meanings of new words from the poem. They read and learned about the poet Aavantsa Somasundar.



Learning and Teaching – This Month

Spanish:

In the month of December 2023, students learned “boot” verbs and used them to frame sentences and phrases to describe different weather and seasons.

French :

In the month of December, students learned to speak the phrases to describe their hobbies.

PE

Students practised for sports day regularly. Various athletic events ,100mts,relay races and long jump were organised. Students learned march past and drill to perform on the sports day. Students understood the importance of coming together as a team and developed perseverance and resilience.

Drama

This month, the students worked in collaboration and they rehearsed the scenes from the different short stories .They improvised the scenes, dialogues considering the feedback and

feedforward.



Dance: Students inquired into the importance of body awareness - awareness of the body in space to objects, whole body movements, and body bases. Students practised for the Annual Sports Day performance.

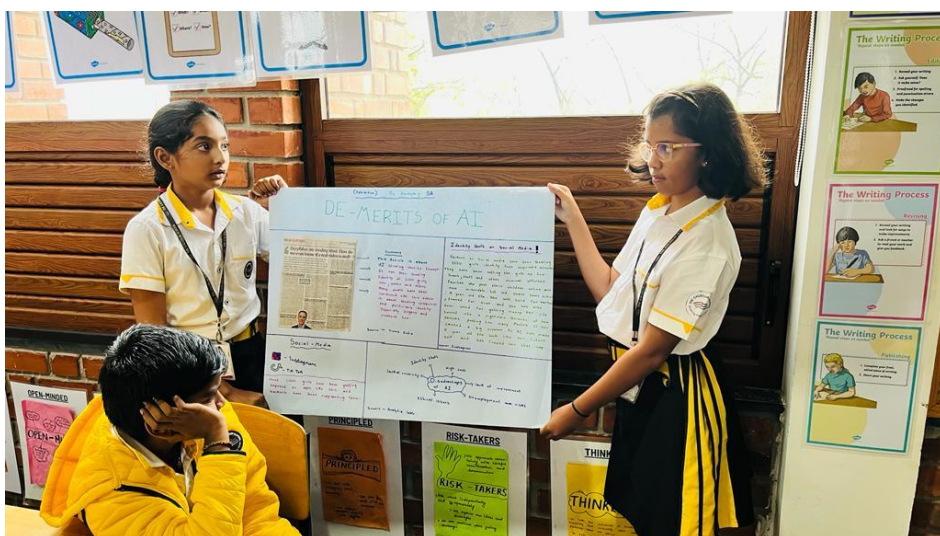
Visual Arts

Students researched human anatomy (Portrait and figure). They read about human anatomy drawings listed its features. They discussed their interpretations and perspectives. They created an artwork with a chosen reference portrait photograph, practised figure drawing, and self-reflected on their learning.

Music Students were engaged in learning the basics of the staff notation system and time signature. They learned the staff, Treble clef, and Bass clef. Further, students explored note values, encompassing Whole notes, Half notes, Quarter notes, and Quavers. With the help of the staff notation system, they learned to read and sing the song :“Our Land”.



Learning and Teaching - This Month



Learning and Teaching - This Month





Learning and Teaching – Month Ahead

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

Perspective, responsibility, causation

Related concepts

Peace, reconciliation, grief, exploitation.

Grades : 5B, 5C,5D,5E,5H,5L

Unit of Inquiry

Students will begin with their fifth unit of inquiry under the theme of ‘Sharing the planet.’ They will have their provocation assignment followed by prior knowledge assessment where they may come up with the words- peace, conflict and further explore - the meaning of the same.

They will inquire into causes of conflict and delve into types of conflicts around the world.

They will make further connections with strategies to resolve conflict/s. They might make connection with design thinking to look for innovative solutions to resolve conflicts.

Learning and Teaching – Month Ahead

Transdisciplinary Theme

Who we are

Central Idea

Changes people experience at different stages of their lives affects their evolving sense of self.

Lines Of Inquiry

- The physical, social, emotional and intellectual changes that occur throughout life
- Factors that contribute to well-being during stages of life
- Ways relationships contribute to self-concept

Key concepts

function, change, responsibility

Related concepts

maturity, image, well being, reproduction

Grades : 5A,5F,5I,5G,5J

Unit of Inquiry

Students will begin their unit of inquiry under the theme of ‘Who we are.’ Students will have their provocation assignment followed by prior knowledge assessment where they may come up with words like – change, physical, emotional, and further explore – the meaning of the same.

They will inquire into physical, social, emotional changes that people undergo in their life.

Students will make real-connection to understand the different types of changes they undergo as they grow.

They will understand the importance of well-being and factors that contribute to well-being.



Learning and Teaching – Month Ahead

Transdisciplinary Language

While exploring the concept of peace and conflict, students will connect to prepositions, debates, opinion writing. They will inquire into different types of adjectives and conjunctions. Students will have learning engagements related to the same.

Transdisciplinary Math

Students will connect to patterns during the discussions. Further, they will connect to cardinal and ordinal numbers, place and face values, and factors/multiples..

Spanish:

In the month of January ,students will learn the irregular verb conjugations like “dar , hacer ,saber ” and construct sentences using them. They will also learn to express their neighbourhood in Spanish through reading, presenting, listening and answering.

French :

In the month of January 2024, students will learn the irregular verb conjugations like “dire, lire and écrire” and frame sentences using them. They will also learn to express their neighbourhood in french through reading, presenting, listening and answering.

Hindi

Students will read newspaper articles and identify the features of a newspaper report.

They will further read the story ‘Kadab ka paid’.



Learning and Teaching – Month Ahead

Telugu:

Students will read newspaper articles and identify the features of newspaper report.

Dance:

Students will inquire into locomotor movements- walk, run, skip, jump, non-locomotor movements – bend, turn, twist, and use of patterns for dance choreography.

Visual Arts:

Students will conduct research to understand printmaking, collage art and the artist's style. They will observe the artworks created using different techniques in different media, and discuss their features. Students will work on their chosen art material.

Drama:

In the month of January, students will continue rehearsing the different short stories . They will further explore different elements of drama.

Music:

In the coming month students will explore different genres of music which include blues/ pop/ folk/ country/jazz Indian style.

PE:

Students will start their inquiry related to football. They will explore ways of 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.



Happenings Month Ahead

Events	Date
School Reopens	3 rd January 2024
Sankranti Break	13 th January 2024 – 16 th January 2024
Republic Day Holiday	26 th 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.

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

