



# P R I S M

Grade 5  
February , 2024

# Message from the Head of School – IB PYP

Dear parents,

Greetings!

I overheard a father read this story to his daughter, while I was waiting to board a flight back home from Bengaluru. This story moved me so much that I went online to find it and read again.

One day a little girl came home from school upset because she had lost her number one spot on her chess team. Knowing how important chess was to his daughter, her father asked her what was wrong. The little girl explained that she had worked so hard to get this spot on the team, but now an older boy from a different school had taken her place. Hearing this, her father had an idea to tell her two stories.

First, he explained there was once a young boy at a beautiful beach scooping sand with a plastic shovel. While his other friends were playing, the little boy spent his day creating a sandcastle that included a moat, a popsicle stick bridge, and even walls. After working on his dream sandcastle all day, a large wave approached and destroyed his hard work. But instead of getting mad, the boy decided to try to make another sandcastle, but this time, make it stronger.



Then there was a businessman who lived and worked in a big and noisy city. He was always busy shuffling his papers into stacks, speaking on the phone, delegating tasks, and typing away on the computer. He was successful and regularly gained large profits from his business. Just like the little boy, the businessman spent his life building his kingdom. Both were resourceful in formulating plans, diligent with their work, and determined in their tasks.



# Message from the Head of School – IB PYP

The boy always knew there was a chance that the tide could come. He continuously planned how to do things better and prepare for the wave. The boy knew that the tide was out of his control and he couldn't do anything about it, but he could control how he reacted to the situation. On the other hand, the businessman spent his time fighting the tides and waves for many years. When work became too overwhelming, the man felt defeated and his business crumbled, just like the sandcastle being washed away.

After telling the story of these two people to his daughter, the father asked her which one she preferred. His daughter replied that she wanted to be like the little boy. She wanted to keep practicing chess and perfecting her skills, even though she felt knocked down. She never gave up and continued to believe that she could control her reactions to hardships.

**(Acknowledgement- <https://www.developgoodhabits.com/perseverance-stories-cm1/>)**

Perseverance is continuing toward a goal no matter what, while resilience is the ability to bounce back from challenges. We need resilience to persevere. Perseverance encourages flexibility. Perseverant people are innovative. They think outside the box in pursuit of their goals. They're willing to admit when an idea isn't working and they'll try something new. This adaptability benefits their life and makes them more resilient.

Perseverance empowers students to confront academic challenges. It encourages them to seek help when needed, study diligently and persist even when they face new concepts. The students who persevere maintain a steady work ethic, avoid procrastination and stay motivated, ensuring that they are always moving forward in their learning. It is also the driving force behind sustained effort and the pursuit of excellence.

Perseverance is our core value that propels students to overcome obstacles, achieve excellence and develop valuable life skills. We appreciate your continued support and thank you for being a part of our community. Together, we will continue to make a positive impact, and look forward to creating leaders of tomorrow.

Warm regards,

Anjalika Sharma

Head of School-IB PYP



# Message from the PYP Coordinator's Desk

Dear Parent

Greetings from the Gaudium!

International Baccalaureate places a strong emphasis on promoting intercultural understanding and respect by encouraging students to acquire proficiency in multiple languages. Numerous studies consistently highlight the cognitive benefits of language acquisition emphasizing its role in nurturing creativity, facilitating effective collaboration, and enabling students to tackle intricate problems with confidence.

Extensive research has underscored the myriad cognitive and academic advantages associated with bilingual or multilingual education, particularly when initiated from an early age. Children exposed to multiple languages often demonstrate enhanced memory, problem-solving abilities, and concentration levels compared to their monolingual peers. Their brains exhibit heightened executive functioning, allowing for seamless task-switching and more efficient information processing. Moreover, the study of additional languages cultivates cultural empathy and a broader appreciation for diverse perspectives. It provides students with invaluable insights into different worldviews and unique modes of expression shaped by language



In today's increasingly interconnected global landscape, proficiency across multiple cultures is becoming indispensable for success in the workplace.

While technological advancements continue to shape our world and promote the acquisition of languages understood by machines, it is disheartening to witness the decline of languages and waning appreciation for one's home language, however I find hope in initiatives like the Mother Language Day celebration,





# Message from the PYP Coordinator's Desk

Where I had the privilege of engaging with a group of grade 5 students debating on the preservation of languages.

It is imperative for us to collectively embrace a paradigm shift and take responsibility for safeguarding our languages. Here are some practical ways to nurture multilingualism at home.

1. Communicate with your children in home language.
  2. Encourage children to read hoardings, sign boards while on the road.
  3. Plan family trips to introduce children to diverse linguistic environment.
  4. Show interest in the languages children are learning in the school and if possible, learn from them.
- 
1. Participate in language-related events such as poetry readings, book discussions, book launches, and visits to public libraries.
  2. Watch appropriate TV shows and movies in local language with subtitles.

Actively fostering multilingualism at home, we can contribute to the preservation and celebration of linguistic diversity for generations to come.

Acknowledgement: [https://resources.ibo.org/pyp/works/pyp\\_1116251465?root=1.6.2.14.9&lang=en&odd=ibo.odd&view=div](https://resources.ibo.org/pyp/works/pyp_1116251465?root=1.6.2.14.9&lang=en&odd=ibo.odd&view=div)

<https://blogs.ibo.org/sharingpyp/2015/02/24/culture-of-multilingualism/>

<https://www.linkedin.com/pulse/4-benefits-multilingualism-education-dr-jinal-joshi/>

Warm Regards

Meera Chhabria

Primary Years Programme coordinator



# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

Students participated in different mindfulness exercises. They practiced mindfulness activities like “In-breathing and Out-breathing”, square breathing, flower pose, balanced walking, etc. As part of self-awareness, students shared their strengths and challenges. They discussed the importance of growth mindset and ways we can practise moving away from fixed mindset. Students were also introduced to mandala art which helped them to relax and improve their concentration, self-esteem and focus.



## Core Values

Students enthusiastically embraced the core value “Perseverance”. They emphasized patience, endurance, kindness, listening attentively is the keys to show gratitude. Students read life stories of famous personalities and understood the importance of endurance and hardships.

They discussed about Growth mind- set and could set goals for future. They read stories and shared real life examples. Students exhibited their understanding of perseverance in the assemblies.



# School Philosophy – 5 Developmental Pillars

## Holistic Excellence

Students celebrated International Mother Language Day on 21st February 2024 where they introduced themselves in their home and family language. They then listened and read stories/rhymes in their home language. They understood the importance of cultural and linguistic diversity.

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. They had reinforcement of first aid and table manners in the life skills session.



## Global leadership

Students made choices, reviewed essential agreements, and co-constructed the assessment tasks. Students took ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps to achieve them.

Students revisited the leadership capabilities and United Nations Sustainable Development Goals (UNSDG) and shared their Understanding.





# School Philosophy – 5 Developmental Pillars

## Stakeholder Engagement

The PYP Gaudium Athletics Team participated in the PYP Hyderabad Network Sports Fest- Athletics Meet 2023-24 on Friday 9th February 2024 (Girls Events) and Saturday 10th February 2024 (Boys Events) at The Gaudium School. 12 IB PYP schools from across Hyderabad participated. The Gaudium School won the Champion Trophy for both the boys and the girls' category.



Our Early Years celebrated Grandparents' Day on Saturday, 17th February 2024. It was a wonderful opportunity for us to honour and appreciate the special role that grandparents play in our students' lives.

We had a virtual orientation session for the parents to understand the upcoming unit of inquiry. As important stakeholders and partners of learning, we firmly believe in collaboration to strengthen our academic programme. The Grade-level leaders shared the content to be taught in each unit of inquiry to help parents understand the learning process as well as be able to support their child/children.

# Professional Development

45 PYP teachers attended the IB PYP In-School category 2 workshop on "Local and Global Inquirers" in January 2024. They organized, planned and shared their learning with the entire team on Saturday, 3<sup>rd</sup> February 2024, wherein they presented their understanding of powerful inquiries, and how they facilitate inquiry in their context. The team further shared ways we can provide time for learners to wonder, explore, build, and revise theories, engage in research, and reflect on their learning.



Teachers discussed ways to nurture agentic learners, international mindedness, connected transdisciplinary and learning about language. They shared their perspectives regarding successful inquiries which generally lead to responsible student actions. Actions can lead to further inquiry.



The session ended with reflections where teachers shared their key takeaways from the workshop, how they would incorporate their learning in their classes, and plan the learning engagements to help students learn.

# Learning and Teaching – This Month

## **Unit of Inquiry**

**Grade 5 ( B,C,D,E,H,L)**

## **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, Perspective , responsibility

## **IB Learner Profile Attributes**

Balanced, Open minded, Thinkers, communicators

## **Unit of Inquiry**

**Grade 5 ( A,F,G,I,J,K)**

## **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 adolescence
- Ways relationship contribute to our self-concept

## **Key Concepts**

Function, Change, Responsibility

## **IB Learner Profile Attributes**

Inquirers, Balanced, Thinkers, Caring, Reflective





# Learning and Teaching – This Month

## **Grade 5 ( B,C,D,E,H,L)**

### **Unit of Inquiry**

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

Students also inquired into the purpose of human rights and equity.

Students learned about various strategies used to resolve conflict and their consequences.

Students were able to connect to the UN SDG during the homeroom discussions and revisited the same and the Design Thinking Process. They discussed the problems faced while experiencing conflicts in their lives /peers /friends and started their design thinking process.

## **Grade 5 ( A,F,G,I,J,K)**

### **Unit of Inquiry**

Students inquired about the factors affecting well-being. They had a guest session by the school counselors where they discussed changes that take place at different stages of life and also explored the meaning of self-concept. Students further inquired about ways relationships contribute to our self-concept.

They identified various factors that affect self-concept as life experience, age, relationship, appearance, etc.

While inquiring about self-concept and self-image, students did a SWOC (Strengths, Weaknesses, Opportunities, and Challenges )analysis and understood that SWOC analysis is a technique that is important for assessing oneself.

Students co-constructed their end-of-unit assessment tasks, tools, and criteria and completed their assessments followed by sharing their reflections.



# Learning and Teaching – This Month

## **Grade 5 ( B,C,D,E,H,L)**

### **Transdisciplinary Language**

Students continued with their weekly spelling assessments and co-constructed the same to enrich their vocabulary.

While inquiring about the causes of conflict students made connections to the argumentative text.

They discussed the features and structure of argumentative text. Students further read and discussed various argumentative texts. They further inquired about debates and their features. Students revisited the concept of adjectives and further used it to write character descriptions.

## **Grade 5 ( B,C,D,E,H,L)**

### **Transdisciplinary Math**

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

They learned the procedures to balance the equations and practised equations on the same.

Students were able to make connections with fractions, percentages and decimals.

They practised word problems on the same. They explored frequency distribution and their uses. Students collected data and analysed using frequency distribution.



# Learning and Teaching – Month Ahead

## **Grade 5 ( A,F,G,I,J,K)**

### **Transdisciplinary Language**

Students continued the weekly spelling assessments and co-constructed the same to enrich their vocabulary. While inquiring about self-image and self-concept students made connections with character traits. They understood that these are the aspects of a person's behavior and attitudes that make up that person's personality.

Students made connections with types of adjectives such as demonstrative, distributive, interrogative, possessive, etc, and degrees of comparison. They had various learning engagements related to the same.

## **Grade 5 ( A,F,G,I,J,K)**

### **Transdisciplinary Math**

Students made connections with measurement ( length, weight, and capacity ) while discussing the character traits. They made connections with 2D and 3D shapes while inquiring about outer traits such as appearance.

Students further made connections with volume under the measurement and understood that volume is the amount of space occupied by any three-dimensional solid. They researched and discussed that different shapes have different volumes and characteristics of various 3D shapes followed by various learning engagements.

While inquiring about ways relationships contribute to self-concept, students made connections with logical reasoning and algebraic expressions.



# Learning and Teaching – This Month

## Hindi

Students were introduced to the forms of communication in class through the print media of “newspaper articles”. They discussed and differentiated newspaper articles and other methods of communication.

Further, they read and reflected on an article of their choice from a newspaper.

Students understood different forms of Samwad such as interviews. They framed questions to interview a person of their choice.

Students further connected to tense. They framed sentences in –past, present, and future tense. Students read the poem “Koshish Karne walo ki har nahi hoti”. They explored and discussed the poem. They made real-life connections to the moral of the poem.

## Spanish

Students learned the construction of reflexive verbs and learned the vocabulary related to their daily routine. They learned to tell time in Spanish.

## Telugu

Students learned about the interview, the purpose of an interview, and a story on Kanuvippu. With the help of the story, students learned the importance of using genders and tenses in their day-to-day lives.

Students learned Prapancha Padulu poem and watched a video on the famous poet C.Narayan Reddy and shared their reflections with their peers followed by feedback and feedforward.

## French

Students continued to learn the reflexive verb conjugations, and shared their daily routine in French along with time expressions.

# Learning and Teaching – This Month

## Visual Arts

Students continued with human anatomy study, collage work with different materials and Fashion/ Textile designing. They worked on advertisement of their choice of art forms like drawing, colouring and digital art.

Students worked on two contemporary artists Takashi Murakami and Jamini Roy and made connections from local to global. They researched about the differences and similarities between the artist's style and timeline. They shared their interpretations.

Students explored and experienced creating imaginative artworks, and self-reflected on their learning.

## Drama

Students rehearsed their plays and started working on other aspects of the play like visualizing the set, sketching the props, managing the stage etc.

## Music

Students were engaged in practising the staff notation system. They learned the Indian musical genres including classical, semi-classical, and folk. Students learned the simple modification of lyrics and the three stages of composition. They learned the national song.

## Dance

Students practised body isolation through warm-up, stretching and basic movements of dance which will help them to perform high range of movement.

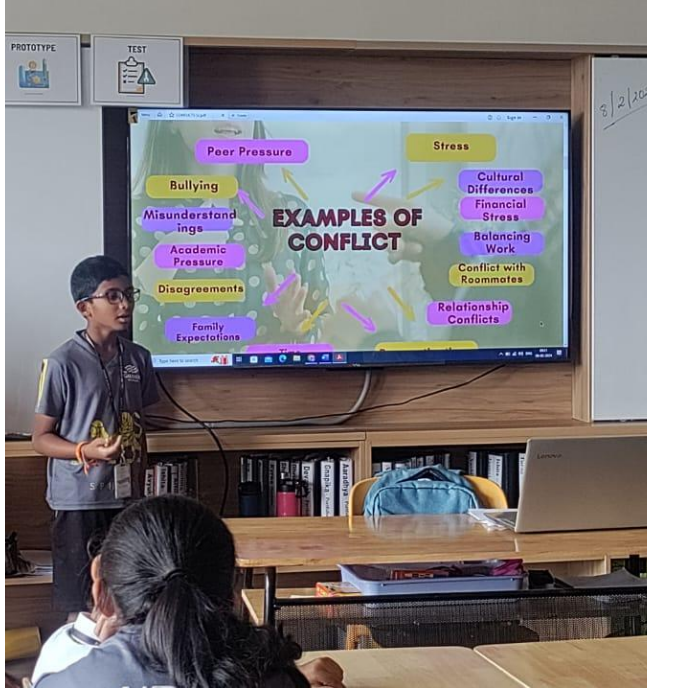
## PE

Students inquired about strategies and formations in football. They practised passing in football in which they learned short-pass in triangle and long pass, receiving, plantation of the non-kicking foot, kicking inside of the foot and execution after kicking.



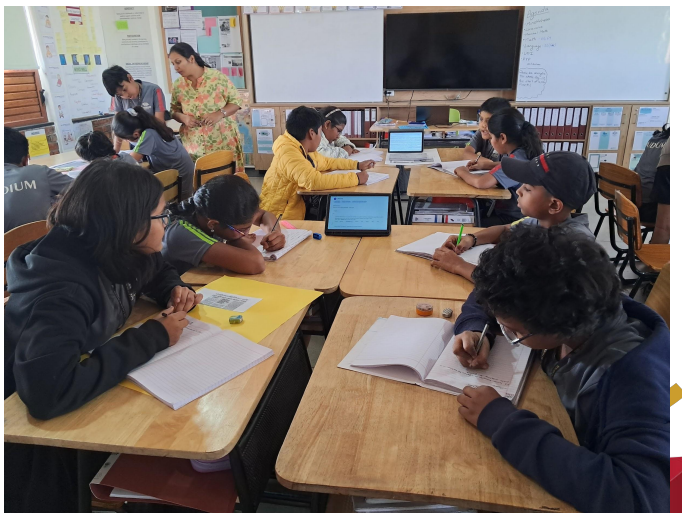


# Learning and Teaching - This Month



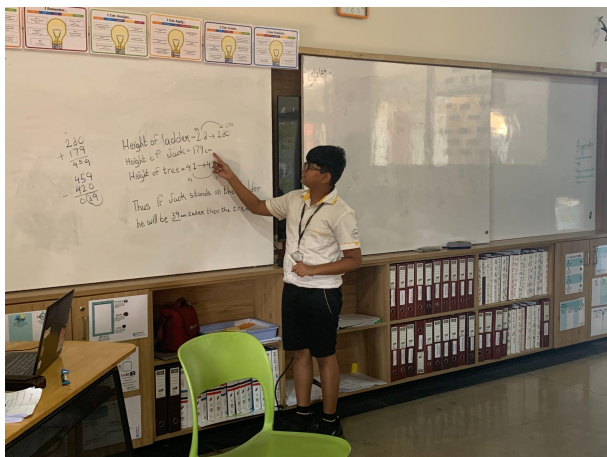


# Learning and Teaching - This Month



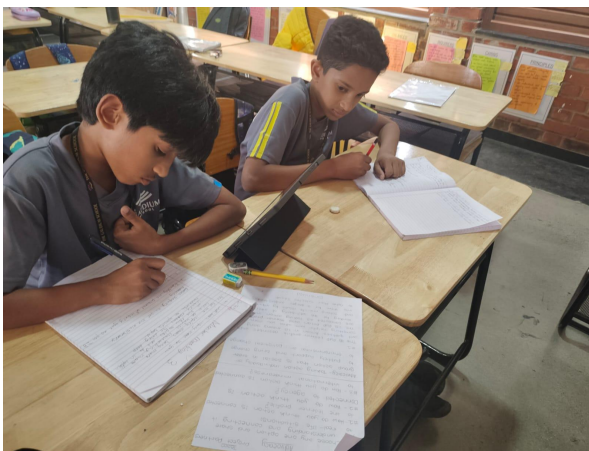
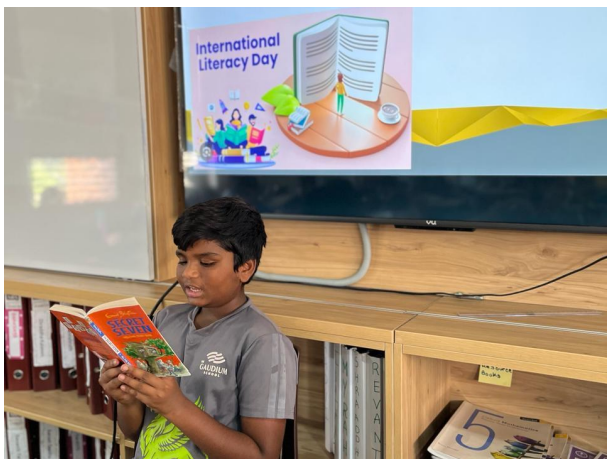
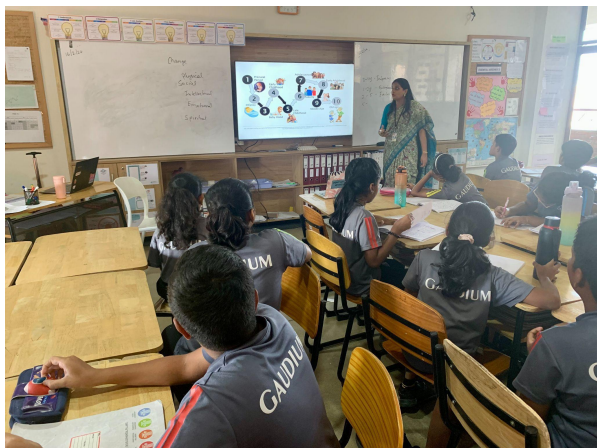


# Learning and Teaching - This Month



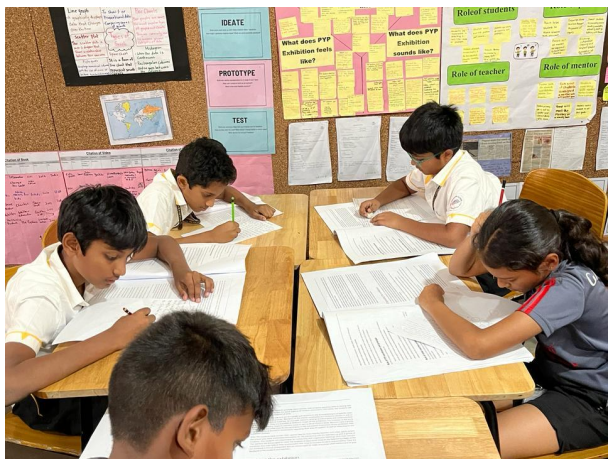
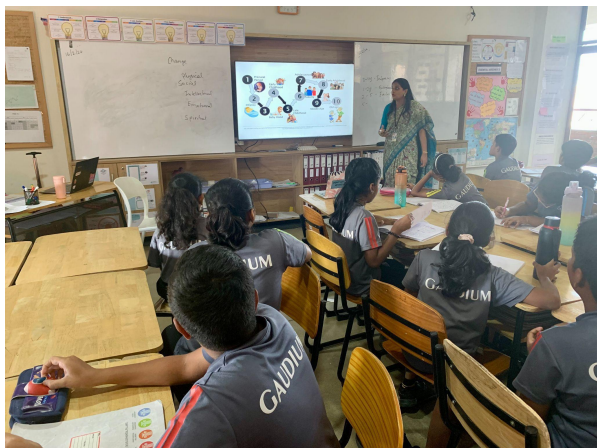


# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching - This Month



# Learning and Teaching – Month Ahead

## **Exhibition**

Students will continue to have mentor meetings, work in their respective groups, discuss the importance of taking actions, guest talks, field trips etc. during this month.

## **Theme: Who we are**

### **Grade 5H**

**Central Idea:** Experiences in different environments affects individual's well-being.

Students will start working in their interest groups and inquire about types of environment and how different experiences affect our well-being.

While discussing the experiences they will look at the interconnectedness of well-being and environment ,effects of experiences on well-being.

Students may connection to cause and effect, adjectives, character traits, poems, persuasive writing, and in Math problem solving, balancing equations, ratio and proportion, and probability.

Students will have their weekly Mentor meetings where they will discuss their research work and further proceed with their inquiry.

Students will read news articles related to the PYP Exhibition and share their reflections,

### **Grade 5B**

**Central Idea:**Experiences influence and impact behaviour in social settings. Students will identify different social settings and its structure. They will further look into the behaviour of people in different social settings.

They will make possible transdisciplinary connections, connecting with shapes, problem-solving, data handling, balancing equations, and probability in math, and with cause and effect, articles, poems, and character traits in transdisciplinary language. Students will read newspaper articles and share their reflections regularly.





# Learning and Teaching – Month Ahead

## Grade 5C & 5L

**Central Idea:** Changing lifestyle influences well being and has its implications.

Students will co-construct the meaning of lifestyle . They will differentiate lifestyle and routine. Students will discuss and read about the lifestyle choice of people in different regions. They will further find the reasons of change in lifestyle choice of people over time.

They will explore the meaning of well-being and understand the connection between well-being and lifestyle choices.

They also make transdisciplinary connections to predictions ,summary writing ,inference in language.

Students will make connections with data handling while understanding reasons for change in lifestyle choices.

## Grade 5D

**Central Idea:** Consumer activities are related to a range of ethical practices adopted to influence health and well being.

Students will start working in their interest groups and inquire about the types of ethical and unethical practices in the food industry that affects our health and well being.

They will regularly meet mentors and share their research work.

They will further make transdisciplinary connections with cause and effect , inferences ,adjectives in language.

Students will make connections with data handling and explore probability ,mean ,median and mode.

They will read newspaper articles and share their reflections using different strategies.



# Learning and Teaching – Month Ahead

## Grade 5E

**Central Idea:** Digital dependency impacts and influences behavioural patterns.

Students will co-construct the meaning of digital , behaviour and patterns.

They will explore the meaning of technology and understand the importance of technology in the present time.

They will identify ways people are dependent on the digital dependent and its impact.

They will be able to connect to well being and understand the interconnectedness of digital dependency and well being.

Students will be able to make transdisciplinary connections to predictions ,summary writing ,inference in language.

They will connect to data handling while understanding reasons for digital dependency .

## Theme: How the world works

### Grade 5A

**Central Idea:** Awareness of technological advancements impact lifestyle and survival.

Students will be inquiring into the advancements they see around them and will discuss the role of technology in advancements.

They might make possible TD connections with debate,cause and effect,fact and opinion,report writing in language, in Math with probability, data handling.

### Grade 5F

**Central Idea:** Availability of resources promote innovation and sustainable practices.

Students will be inquiring about the form and uses of resources in their respective groups. They will have mentor meetings and discussion related to their exhibition journey. Going ahead, students will make transdisciplinary connections while discussing the tasks and share reflections in the exhibition journals.



# Learning and Teaching – Month Ahead

## Grade 5I

**Central Idea:** Climate changes influences and impacts human activities.

Students will investigate climate change, understand how it affects different regions and communities, as well as explore solutions and actions that individuals and communities may take to address climate change.

They will learn about the various causes that contribute to climate changes. During their investigation, students may come up with cause and effect, map pointing, prediction, and data handling.

Students will inquire about the causes and impacts of climate change and make connections between cause and effect.

They inquire into the report writing while reading several news articles to get information about climate change. During discussions about how the climate is constantly changing and the consequences of climate change, students will be encouraged to relate to prediction.

Students will be inquiring about maps to determine where the impact of climate change has been felt the most.

Students will also look into data handling to better comprehend climate change over time. During the discussions, students will look into grid references and probability.

## Transdisciplinary Theme : Sharing the Planet

## Grade 5G

**Central Idea:** Environmental changes impact sustainability of living things and resources.

Students will share prior knowledge related to the identified problem of 'Sudden Climate Change'. They will co-construct the definitions of important terms weather, climate, environment. etc.

Students will frame questions for further research on similarities and differences between climate, weather, and environment.

They might make transdisciplinary connections in language with compare and contrast, News report reading, and in Mathematics with Data handling, and measurement while inquiring more about the identified issues.



# Learning and Teaching – Month Ahead

## Grade 5J

**Central Idea:** People's rights and responsibilities impact conservation and usage of resources.

Students will discuss the lines of inquiry and research about types of resources and their distribution in their respective groups.

Students will collect information and data of distribution of resources around the world. They will make transdisciplinary connection with map pointing , distance and directions.

They will discuss and suggest ways of conserving and preserving the resources wisely.

Students will explore the sustainable practices to conserve resources.

Going ahead, students will make some transdisciplinary connections to data handling and cause and recorded everything in the exhibition journals.

## Grade 5K

**Theme: How we organize ourselves**

**Central Idea:** Ethical use of human-made systems impacts the relationship (interactions and interdependence) between communities

Students will inquire into the different types of human-made systems and their purposes. They will find out the impact of human made systems and the interdependence of systems within the communities.

Students may connect to transdisciplinary Math with number systems, data handling during their discussions. They will attend various guest sessions, mentor meetings, participate in discussions and take sustainable actions.



# Learning and Teaching – Month Ahead

## French

Students will revisit all the regular and irregular verb conjugations and their usages in sentences. They will also revisit the use of definite and indefinite articles in sentences.

## .Hindi

Students will discuss the structure of summary writing .They practise the same. Students will revisit tenses.

## Telugu

Students will be given story, article, poem, where they will read and summarize the text. They will continue to have reading assessments.

## Spanish

Students will revisit all the regular and irregular verb conjugations and their usages in sentences. They will revisit the use of definite and indefinite articles in sentences.

## Music

Students will explore different stages of musical composition. They will learn the song “One Friend”.

## Visual Arts

Students will research about 3D form (Clay modelling, sculpting or paper mache) art and Origami and the artist’s style. They will observe different media techniques. The students will work on their chosen art form.

## Dance

Students will be introduce to elements of dance. They will plan the choreography using the elements of dance.

## Drama

Students would keep rehearsing the stories chosen by the class. They would now start preparing for their final rehearsals and performance. They would work on various aspects of the production like masks, music, set, props, costumes etc.

## PE

Students will start their inquiry on basketball. They will perform dribbling in basketball, in which they will learn low dribbling and high dribbling.



# Happenings Month Ahead

Events	Date
Students Led conference (SLC)	9th March
Maha Shivaratri	8 <sup>th</sup> March
PYP Exhibition	23rd March
Graduation - Grade 5	23rd March
Holi	25 <sup>th</sup> March
Good Friday	29 <sup>th</sup> March

## 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/>

