



EDUCATE • ENRICH • ENLIGHTEN



P R I S M

Grade 5
June and July 2024



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Head of School

Dear Parents

July has ushered in the true festivities and celebration of Year 10 at The Gaudium School.

You will be delighted to see the year 10 logo incorporated in the newsletter.

Ted x The Gaudium School started the chapter of celebration commemorating 'The Pale Blue Dot' with brilliant insights provided by Sri Pullela Gopichand, Smt.Kalpana Ramesh , Telugu Indian Idol Finalist Veluval and three our High School students.

The Student Council elections were conducted across School with a Junior Council from PYP 5 and the Head pupils and their team from grades 9 and 10.

From Gr 11 and 12 we had the elected House Prefects. Bus Prefects were also nominated from High School. The Student leadership team will be named at the Investiture ceremony on 2nd August in the presence of the whole Student community and their parents. What an opportunity to be the Global leaders that the school philosophy aspires for its students! BRAVO!



We are so grateful to our parents who have volunteered to come and speak to and inspire our students on various curriculum related areas, bringing a breath of fresh air into our classrooms. We are truly grateful for your time and effort.

We are poised for one unique celebration of our 10th year each month and we look forward to your welcoming support and volunteering to make this year at school really special.

Here's to many more exciting events at school...

Sudeshna Chatterjee



Message from PYP Co-ordinator's Desk

Dear Parent,

Greetings from The Gaudium School!

Welcoming our students to the new academic year is one of the most precious times of the year. This is when we build bonds—between students and teachers, between students themselves, between parents and teachers, and among teachers.

Our core value for June and July is Respect. Our students are learning to develop and nurture relationships through respect from the very beginning of the academic year. They have created essential agreements, taken on class council roles and responsibilities, and set their goals for Term 1.

These activities allow them to reflect on their strengths and challenges. By taking responsibility according to their strengths and setting SMART goals based on their challenges, they are becoming more resilient individuals. While our primary students have settled in well, we welcomed our early years students with great care and enthusiasm. We are happy to share that even our youngest students now come to school with smiles and ease. They have developed strong bonds not only with their teachers but also with the support staff, demonstrating that at Gaudium, we all work as one family.

Students across all grades are engaged in various learning opportunities where they collaborate, inquire, construct knowledge, and ultimately plan to put that knowledge into action.

We are especially proud to share the action taken by our Grade 2 students. As part of their ongoing unit, they created a story booklet and raised Rs 13,699.



With great pride, we share that our beloved R.K. Sir has announced that the school will match this amount.

The total funds will be used to purchase stationery items and will be donated to the Telangana Government Model School in Velimella village, a school adopted by Gaudium. We are incredibly proud of our Grade 2 students.

We also extend our thanks to the Grade 3 parents who volunteered to visit the school and share their personal migration stories with our students. Each story was a valuable learning experience for them.

Lastly, we thank all parents and guardians who connected with our mentors during the TPC.

We look forward to your continued support.

Meera Chhabria



Professional Development

Workshops conducted during the induction programme

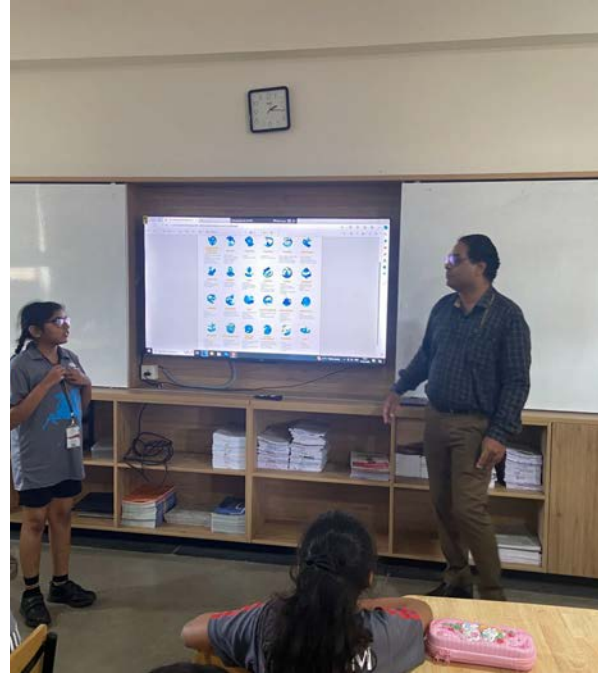
- 5 Developmental Pillars Of 'The Happy Minds' Model"
- Holistic Excellence
- Core Values
- Mindfulness and Well-being
- Stakeholder Engagement
- Global leadership
- Concept-Based Learning
- Personalized learning/ Differentiation
- Understanding of Language Scope and Sequence
- Introduction to PYP Framework (The Learner, Learning and Teaching and The Learning Community / Transdisciplinary Learning/ Approaches to Teaching)
- Learner Agency and The Learner Profile Attributes
- Inquiry process and Local and global Inquirers
- Assessments /Evidencing Learning
- PYP Exhibition
- Learning Spaces
- PYP Planners
- Jolly Phonics : For Early Years Teachers



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. As a part of mindfulness learning engagement, the students practiced five-finger starfish breathing, hissing breathing, bunny breathing, mindful walking followed by their reflections.



Students practised deep relaxation, textures I can feel, and shared the benefits of the same. They actively participated in group discussions.

Students celebrated International Yoga Day on 21st June 2024 wherein they performed yoga exercises and reflected on the importance of a healthy lifestyle.

School Philosophy – 5 Developmental Pillars

Core Values

The core values are an integral part of our learning. The core value for the month was 'respect'. Students explored the meaning of respect and shared their understanding. They came up with the words 'admiration and regard' and mentioned that we admire the qualities and regard the achievements of all. They also reflected on the same through various learning engagements. The students shared their real-life experiences in the classroom with their peers and as role plays during the weekly assemblies.



Holistic Excellence

Students worked on the PYP Exhibition by identifying issues around them. Ms. Mythreye, our school Librarian took a session on Academic integrity, where the students understood the importance of it and how to do citations.

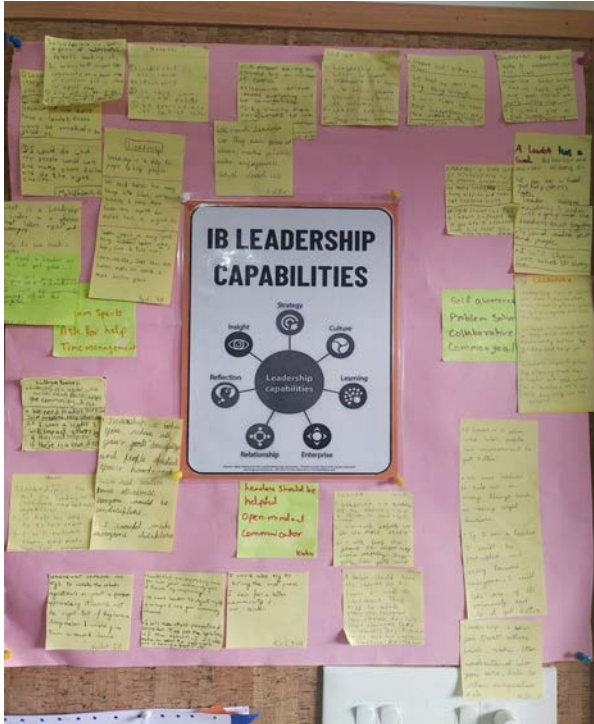
Students made their language portrait, shared their family and home languages with their peers and co-constructed meanings of the attributes of learner profile.



School Philosophy – 5 Developmental Pillars

Global Leadership

As a part of global leadership, the students of Grade 5 started conducting their weekly assemblies. They were involved in co-constructing the essential agreements for the classrooms and group discussions. Students were briefed about the student council process. They nominated themselves for house, cultural or sports prefects as per their choice.



They had interviews and gave speeches to persuade the PYP students from Grade 1 to 5 to vote and choose them as their prefect. The shortlisted candidates campaigned to encourage students to vote for them. Students from grade 1 to 5 had the opportunity to cast their votes to choose their sports, cultural and house prefects. This helps students to develop their leadership capabilities.

School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

The staff induction programme at the beginning of the year provided opportunity to share and reflect on various policies, unpacking of five developmental pillars and department wise professional development sessions. The parent orientations helped the parents understand the school mission, vision and philosophy, policies, parent guidelines, transport guidelines and pedagogy.



The Teacher Parent Conferences were held for stakeholders to meet, and understand the academic journey embarked upon and share insights about their child's strengths, interests, and learning styles.

A book fair was conducted along with the TPCs where parents explored a variety of books and novels.



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme

Where we are in place and time

Central Idea

Exploration leads to discoveries, opportunities and new understandings.

Lines of Inquiry

- Types of exploration
- Changes in exploration over time
- Consequences of exploration
- Exploration presents challenges and opportunities

Key Concepts

Form, Change, Causation, Perspective

Related Concepts

Impact, Navigation, Colonialism, Power

Unit of Inquiry

Students started inquiring about the unit exploration, under the transdisciplinary theme “Where we are in place and time”. Students were given a provocation task wherein they read articles, watched videos and pictures, and connected them to come up with the word ‘exploration’. They conducted research to understand the meaning of “exploration” using different resources and framed a common definition. Students inquired to know the difference between exploration and discovery. They read a variety of books like -Great Explorers, South Pole, Exploring Space, Women Explorers, and others, to continue their inquiry about the explorers. Students discussed the reasons for exploration, and connected with the key concept of causation. Students shared their perspectives on the reasons for exploration and made connections to biographies. They explored voyages undertaken by the explorer of their choice and presented them using a world map.



Learning and Teaching – This Month

The unit started with a provocation task where they were asked to read the personas and share their reflection by using the strategy-identify, connect and think. Based on the information collected after reading the persona the students shared the word that connects with all the personas, shared the meaning followed by giving a real life example.

They conducted research to understand the meaning of “exploration” using different resources and framed a common definition.

Students inquired to know the difference between exploration and discovery. They read a variety of books like -Great Explorers, South Pole, Exploring Space, Women Explorers, and others, to continue their inquiry about the explorers.

Students discussed the reasons for exploration and connected with the key concept of causation.

Students shared their perspectives on the reasons for exploration and made connections to biographies. They explored voyages undertaken by the explorer of their choice and presented them using a world map.

The students had a guest talk by Ms. Sandhya our admission head where she shared her experiences of exploration to Manas Sarovar. The students were very excited to learn more about the reasons for exploration and the challenges faced during the exploration.

After the guest talk one student she wrote an information report about Manas Sarovar by using the structure and the language features.

Going further they found the consequences of exploration.



Learning and Teaching – This Month

Transdisciplinary Language

The students completed with their pre-assessment in oral language (listening & speaking), writing and viewing and presenting which provides us what they already knew. After the completion of their pre-assessment tasks the students set their goals for the term 1.

The students made connections with the information report. Where they knew an information report is a factual text, often used in educational settings, that provides detailed and organized information about a specific topic.

They discussed how information text and its features could be used effectively. They identified and discussed various features of information text, such as headings, subheadings, diagrams, and tables. Examples of these features were written down in their notebooks.

The students wrote the information reports of their choice of explorers by using the writing process and its structure.

Then the students made connections with the tenses where they wanted to share the information report of their choice of explorers or exploration. They used future tense to outline what they can do, where they can go, and what they can explore or discover if they get a chance to explore.

The students made connections with the biographies of different explorers where they have learnt how they were motivated, what challenges did they face followed by their achievements during their exploration.

The students revisited the grammar concepts nouns and pronouns by using various learning engagements.



Learning and Teaching – This Month

Transdisciplinary Math

Students also did the entry level assessment on numbers, measurement, data handling, shapes and patterns. Post the assessment they set goals on the same.

Students practiced mental Math every day to develop their problem-solving abilities and critical thinking capabilities.

They made connections with timeline and time during their research. Students made timelines of different explorers and shared it with their peers. A timeline of exploration helped students visualize the progression and impact of various explorations throughout history.

Students made timelines of different explorers and shared it with their peers. Students further made connections with speed, distance, and time and participated in various learning engagements related to the same to understand the concepts. They shared real-life examples while discussing time, distance, and directions.

Students revisited International place value, expanded notation, Round off of numbers, basic operations and practiced multi-level word problems. Students co-constructed the math vocabulary related to order of operations and framed their own math problems using number cards.

The students completed an assessment task on different basic operations, including a mathematical puzzle that utilized the order of operations. They were discussing multiplication and division strategies from the student book and solving various sums.



Learning and Teaching - This Month

PYP Exhibition

Students started their journey of exhibition by understanding the meaning of issues and problems. They discussed current affairs and ways to remain updated, including newspapers, television news, articles, radio, and magazines. They shared their understanding of the 'exhibition' and the 'PYP exhibition'. Students started reading exhibition guidelines and in groups they discussed the purpose and features of the PYP exhibition. Additionally, students discussed the roles of teachers and students in the PYP exhibition as outlined in the exhibition guidelines. They explored the roles of the principal and PYP coordinator and discussed these with their peers. Students further discussed the roles of teachers, students, and parents as outlined in the exhibition guidelines. They engaged in discussions with their peers about these roles and how they were perceived in the context of the exhibition. Students watched the video on 5 whys analysis and analysed their issues and concerns through the 5 Whys analysis.

ICT

"Embracing the Digital Age: Introduction to Computers". In today's fast-paced, technology-driven world, computers have become an integral part of our daily lives. From communication and education to entertainment and innovation, computers play a vital role in shaping our experiences. We have discussed the history of computers, the students co-constructed the definition of computers, components of the computers, basic input and output devices. They had further discussion about the operating system, the importance of the bitcoin and cryptocurrency.



Learning and Teaching – This Month

Hindi:

The students introduced themselves to their classmates. They started their learning session by revising Hindi alphabets (varnamala), sounds (matraas), consonant groups (sanguinaksharas) and double consonants (dvitvaaksharas). They also revised various forms of letter “ra & quote; while enthusiastically sharing words related to the same. Students read unseen comprehension passages in class and wrote answers to them after having an elaborate discussion about the passage. Students used their critical thinking skills to read and comprehend the story & quote; Jeena Sikho & quote; and learnt new words in it to enhance their vocabulary. The students identified nouns and then categorised them into different types of nouns and wrote down the same in their notebooks.

French:

The students revisited basic concepts like gender, use of articles, verb conjugation and its uses in sentence formation. which will help them to learn and understand the language further.

Spanish:

The students learned the basic questions and their answers to ask and respond like name, age, place, languages etc. They also learned the use of definite and indefinite articles, the constructions of regular / irregular verbs and numbers.

Telugu:

The students introduced themselves in Telugu . They have learnt the basics in telugu , varnamala, ottulu, guninthalu and parts of speech were revised.

Few learning engagements to introduce the word 'literature' to the students and give them a basic understanding were conducted.

Later, the importance of 'Shataka' poems in literature was studied with the help of 'Neeti Padyalu' written by Vemana and Baddena. They learned dwipada padyas and their characteristics through the lesson kundelu tabelu from resource book Tenepalukulu.

Compulsory Telugu:

This month students introduced themselves in Telugu and shared interests & hobbies and learned Telugu letters అ(a), ఆ(aa) and some simple words.



Learning and Teaching – This Month

Drama :

In the month of June, the students were engaged in learning about getting to know each other, creating essential agreements, working on goal settings and various things regarding IB PYP like ATL, The attributes of Learner Profile, Concepts etc. Whereas, in the month of July, the students were gradually introduced to Drama warm-ups and games and exercises. Some of the sections of grade 5 started rehearsing the skit for the Independence Day special assembly and some sections were engaged in working on myths, legends, and stories based on given situations and from literature. They also developed their approaches to learning, the attributes of learner profile, and explored concepts. They were also engaged in the process of enquiry and displayed agency.

PE:

Students participated in recreational games. They co-constructed the essential agreements for the PE class. They did the basic stretching and exercises as well as fitness related drills. They explored the track and field in Athletics. Students explored the short distance events (starting and finishing points) and will learn and practice the crouch start, standing start and finishing (Run through technique). Students will do the self-assessment of track events.

Visual

The students introduced themselves and watched motivational and art-related videos to understand the IB learner profile, essential agreements, and the importance of art in real-life connections. They created artwork on an assigned topic and shared their prior knowledge using the KWHLAQ strategy. After watching videos on the London Art Fair and a Virtual Art Gallery, they compared their understandings of art exhibitions. Demonstrations were given on the “Artsteps” application, and students designed art galleries in their drawing books. They discussed different artworks, placed them on a timeline, and chose two art forms to work on, connecting the concepts of Ancient and Modern with real life. Students self-reflected on their learning, embodying the IB attributes of communicators and being reflective, using communication skills to exchange information.

Arts:



Learning and Teaching - This Month

Music:

In the months of June and July students learnt the basic vocal fundamentals.

They are learning to sing the Solfege (Indian & Western) with hand gestures and learning to sing vocal exercises in different pitches and tempo. They are in the process of learning the song Maa Tujhe Salam for Independence Day.



Dance:

In the month of July we have conducted a series of activities to introduce students to the world of dance and to get to know each other better. Students introduced themselves through a movement, allowed them to express their personalities and showcase their confidence and quick thinking. This activity provided insights into each learner's ability to express themselves and perform under minimal preparation



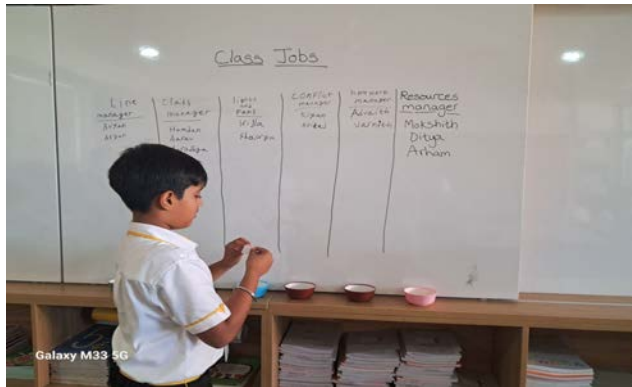
The students took part in the Choreo Chain Challenge, which helped the students develop their creativity and memory by building upon each other's movements. The students had a collaborative discussion and created a cohesive dance sequence, learners enhanced their teamwork and coordination. The challenge significantly boosted their confidence in performing and executing dance movements effectively.



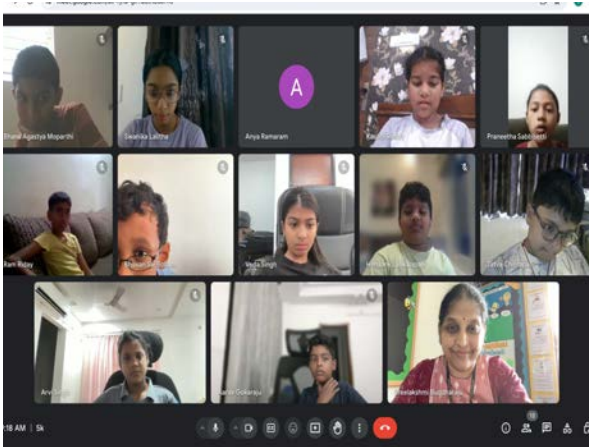
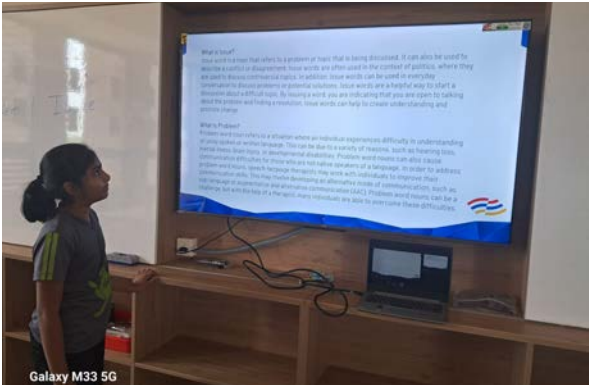
Learning and Teaching - This Month



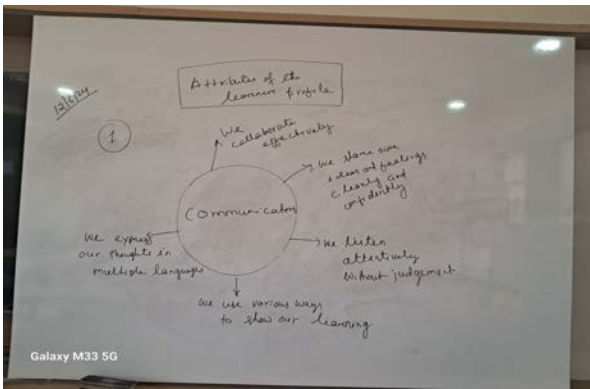
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary theme

How we express ourselves

Central Idea:

The scientific principles of light and sound enable different forms of expression and communication.

Lines of inquiry :

- Properties of light & sound
- Ways light and sound are produced and transmitted
- Innovative uses of light and sound for expression and communication

Key Concepts:

Form, Function, Perspective

Related concepts:

Reflection, refraction and Transmission

Students will inquire into challenges and opportunities presented by explorers.

They Will make real life connection on personal life and world. The students will collaboratively co-construct the end of the unit assessment task.

Students will inquire into the second unit of inquiry under the theme “How we express ourselves”. The students. This unit will helps the students to explore various forms of expression and communication, Connects the scientific principles of light and sound to expression and communication.

Students will explore the characteristics of lights and sound, ways how light and sound are transmitted.



Learning and Teaching – Month Ahead

Transdisciplinary Math

These students will make connections with Measurement where the intensity of light and sound can be measured in units and scales. Even the students might make connections with the Shapes while understanding the light reflection and refraction which involves concepts like angles and shapes.

The students will continue with the Numbers. Numbers are the building blocks of mathematics, and understanding their properties is essential for problem-solving and critical thinking. We will delve into the integers, factors, multiples, HCF, and LCM.

Transdisciplinary Language

The student will continue with the Tenses, where they will explore helping verbs, regular and irregular verbs, revisit different types of tenses, their usage and the resources to enhance their writing skills.

Where they will a story or write a paragraph or prepare comic strips. The students might make connections with the descriptive writing where they will revisit the grammar concepts adjectives and its types, followed by figurative language. They will make connections with the poem like Onomatopoeia where they will know what do you mean Onomatopoeia and its usage by sharing their own examples.



Learning and Teaching – Month Ahead

Drama:

In the month of August, some sections of Grade 5 would be busy in the final rehearsals of the skit for Independence Day till August 15th and then all the sections would start working on different stories or scene-work from different pieces of literature along with getting training in various skills related to drama like voice, emotions, movement, stage management, sets, props, body language etc.

Dance:

In the month of August, students will be learning freestyle choreography. This choreography will be sharp and fast-paced, designed to help learners improve the clarity of their movements and boost their energy levels. Through this challenging yet exciting routine, students will further enhance their performance skills and dynamic execution.

PE:

Students will give the trials for track events in Athletics (100m, 200m, 400m, and 800m). They will explore the jumping events and also watch a video of long jump and high jump.

Visual Art:

The students will research Ancient and Modern art and the artist's style. They will observe the art forms of different countries, discuss the features and compare and contrast their choice of art forms. The students will work on their chosen art form.

Music:

Students will be learning the basic vocal fundamentals in different variations. They will continue to learn the Solfege (Indian & Western). with hand gestures and to sing vocal exercises in different pitches, tempo and rhythms. Students will continue learning the song Maa Tujhe Salam for Independence Day. They will be learning how to read music (notation, staff)



Learning and Teaching – Month Ahead

Hindi:

In the month of August, students will read the poem & quote; Hum Honge Kamiyaab & quot;. They will be introduced to adjectives and its types through the medium of the poem.

Spanish:

In the month of August, students will learn about food and drink items used in our day-to day life, use of the Partitive articles about food and drinks and some verbs relating to food. Students will use thinking skills and communicative skills to enhance their understanding of Spanish communication.

Telugu:

In the next month students will learn poems about the value of 'time' and practise new words with meanings, rhyming words and co-construct the questions with their peers.

French: Students will learn new concepts like Partitive articles and food item words. They will also learn to express what they take for different meals in a day or ask for certain cuisines in the restaurant.

Compulsory Telugu :

Students will be introduced to the letters క (ka), డ(Dha), ల(La), ఉ(U), ఊ(UU), ఇ(E), ఈ (EE), త(Tha), ఋ(Ru), ౠ(Ruu), అ(Ana),and also learn some simple words by using these letters .

ICT:

The students will learn about parts of the Microsoft suite, key features of word, benefits of the word processing, creating and editing the documents and its uses.



Happenings Month Ahead

Events	Date
Parent Teacher Conferences Grade 4 & 5	August 3rd 2024
Independence Day	August 15th 2024
Varalakshmi Vratam	August 16th 2024
Janmashtami	August 26th 2024
National Sports Day	August 29th 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/>

